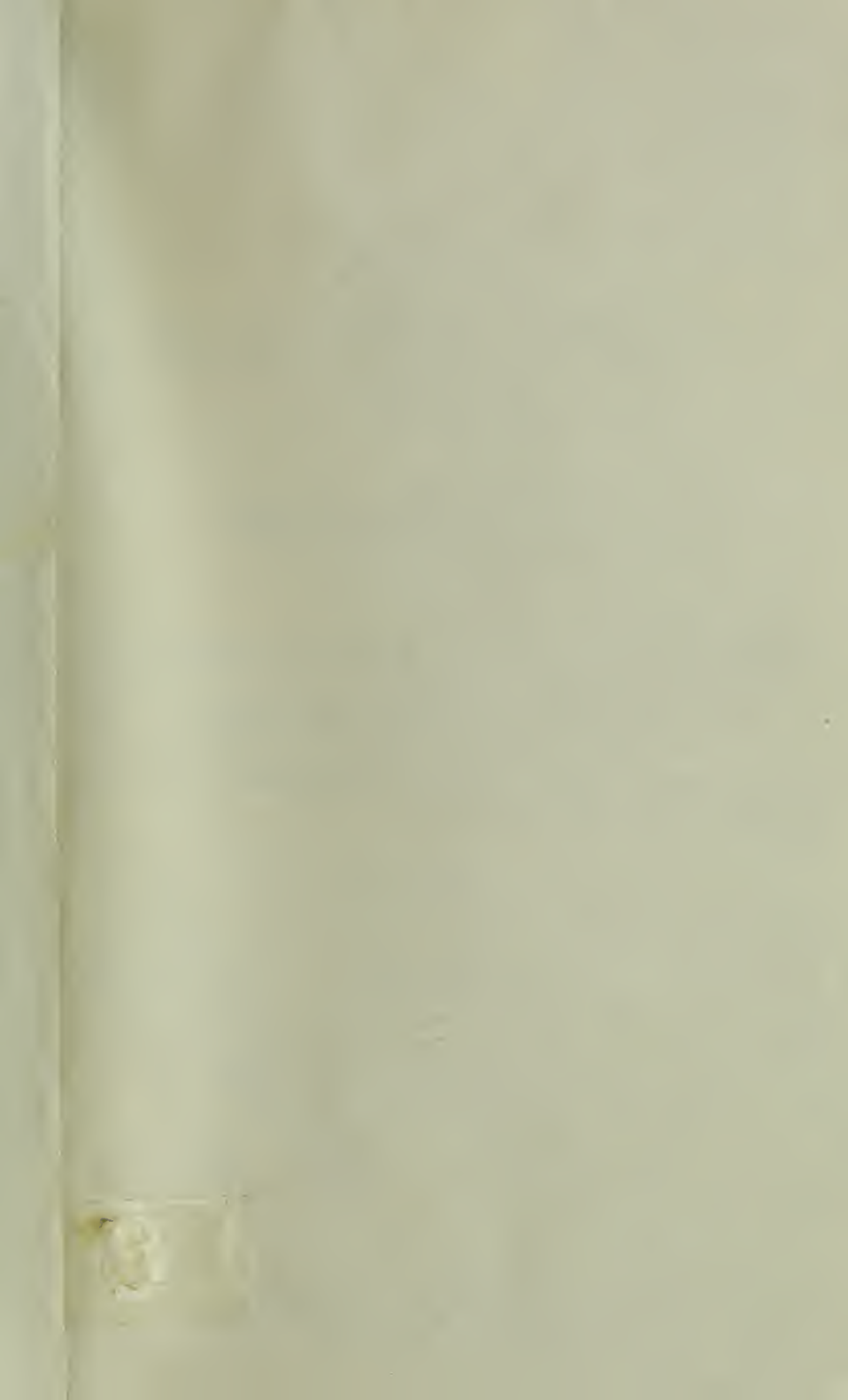


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KANSAS
STATE NORMAL SCHOOL
EMPORIA

EXTENSION DIVISION

1917-18 ✓
Catalogue of Correspondence-Study
and Extension Lectures

See Special War Announcements, page 8

July, 1918

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EDUCATION IN WAR TIME.

The entire spirit of the administration in Washington is, and has been from the beginning, that the war should in no way be used as an excuse for giving the children of the country any less education, in quantity or quality, than they otherwise would have had, but, on the contrary, that the schools should do everything possible to increase their efficiency, to the end that the children now in the schools may at the conclusion of their course be ever better qualified than ever before to take up the duties and responsibilities of life. Both the present demands of the war emergency, and the prospective demands of the necessary readjustments inevitably to follow, emphasize the need of providing in full measure for the education of all the people.

Boys and girls should be urged, as a patriotic duty, to remain in school to the completion of the high-school course, and in increasing numbers to enter upon college and university courses, especially in technical and scientific lines, and *normal school courses*, to meet the great need for trained men and women.

APPROVED.

For the War Department:

NEWTON D. BAKER,
Secretary.

For the Department of Agriculture:

DAVID F. HOUSTON,
Secretary.

For the U. S. Civil Service Commission:

JOHN A. McILHENNY,
Chairman.

For the Navy Department:

JOSEPHUS DANIELS,
Secretary.

For the Department of Labor:

WILLIAM B. WILSON,
Secretary.

For the Department of the Interior:

FRANKLIN K. LANE,
Secretary.

P. P. CLAXTON, *Commissioner of Education.*

KANSAS STATE NORMAL SCHOOL EMPORIA

EXTENSION DIVISION

Catalogue of Correspondence-Study and Extension Lectures

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July, 1918

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SPECIAL WAR ANNOUNCEMENTS.

1. DEMONSTRATION TEACHING. Good teaching requires the proper use of the war and its tremendous interests and influences in all school subjects. It is more important to use the war now than to study it afterward. Recognizing this fact, the departments of English, Geography, Mathematics, History, Music, Primary Education and Agriculture will send out their best instructors this year for demonstration teaching both in high school and grades, showing war applications in these subjects. Conferences which these instructors will hold with teachers will be a most valuable part of their work. City superintendents desiring to stimulate the work of their schools in any of these branches may arrange for such work through the Extension Division. County superintendents will find it most profitable to use some of these demonstrations and conferences in their teachers' associations. The subjects above named will be especially emphasized this year, but where there is special need demonstration work in other subjects will be given.

2. WAR WORK. The following members of the Kansas State Normal School faculty are available for lectures on the war and the various phases of war work. They may be had for addresses in all parts of the state:

Jane K. Atwood.

E. R. Barrett.

F. A. Beach.

Elizabeth Beye.

W. H. Carothers.

J. P. Drake.

H. G. Lull.

J. W. Mayberry.

C. R. Phipps.

Walter R. Smith.

F. W. White.

Pelagius Williams.

3. EXTENSION CLASSES. If you cannot come to the Kansas State Normal School this year the School will come to you. Wherever fifteen or more teachers within reasonable distance of Emporia desire to organize an extension class, a member of the faculty will be sent to conduct the work. These classes may be organized in practically any department of the School. They will meet every two weeks at the convenience of the students and instructor. Requests for this work should be made to the Extension Division as early as possible in the school year. Many of these courses are war courses, and all carry credit of two or three hours.

Neighboring cities will find it of advantage to coöperate in the organization of extension classes, so that the instructor may handle two or three classes on each trip.

The work of these extension classes is in every way the equal of the work done in residence.

CORRESPONDENCE-STUDY.

Correspondence-study is no longer an experiment. It has fully merited the permanent place which it now holds in extension work. In order to meet many requests and to broaden its possibilities of service to the people of the state, the Kansas State Normal School offers by correspondence the courses listed elsewhere in this pamphlet.

ORGANIZATION.

Every facility of the School is used to further this work. Its courses are carefully outlined and conducted by members of the Faculty, who are experts in their various lines of work. Great care is exercised to keep the correspondence courses up to the same high standard as the class-room work in this School. All courses offered by correspondence are the equivalents of courses given every year in resident work.

FOR WHOM INTENDED.

There is almost no one to whom the work may not be helpful, but it will be of especial advantage to the following classes:

Those who are preparing for college work.

Those who find it necessary to shorten the time in resident college work.

Those who find it necessary or advisable to supplement their training without giving up their positions.

Those who wish to advance in the teaching profession.

Those who wish to specialize.

Those who feel that more training would be useful to them in management of the home.

Those who can combine work in our Summer School with our correspondence courses. Such persons will find that they can make rapid progress.

Naturally, a large number of the courses offered by the department will appeal to teachers, but it is by no means the intention to limit the work to teachers only. This School is especially anxious to know what the people of the state want, and it particularly invites inquiry from clubs, associations and all organizations interested in education and civic advancement. Wherever classes or groups are made up, or organizations take advantage of correspondence courses or extension lectures, the School will send lecturers from time to time with very little expense. No one need hesitate to make inquiry concerning this work, whether interested in teaching or not. Superintendents of schools, club presidents and others are cordially invited to write us concerning group classes and lecturers.

ENROLLMENT.

Affiliation and standing in the institution must be attained, when correspondence work is taken for credit, by the usual submission of certified high-school grades or grades made in other institutions. Where the course is not intended to count for advanced standing only evidence of ability to carry the work will be required.

AMOUNT BY CORRESPONDENCE.

Any amount of high-school work may be done by correspondence. Not more than one-half the credit required for any certificate, except the one year state, granted by the college department of this School may be accumulated by correspondence. Those who hold the life certificate from this institution and wish to advance to the B. S. degree in education will be given every possible consideration and encouragement.

Two courses may be carried at a time and additional work may be enrolled for upon completion of one or both of these, providing such additional courses do not make a total of more than eight hours for the year, unless permission to do twelve hours has been granted.

EXPENSES.

The fee for correspondence-study as fixed by the State Board of Administration is \$10 a year for residents of Kansas and \$15 a year for nonresidents. For this amount the student is entitled to tuition for a calendar year beginning with date of enrollment. Eight hours may be completed by correspondence in one calendar year. However, by making special application to the committee on extra hours an additional four hours may be enrolled for where this committee deems it advisable.

In all cases where extra hours are granted an additional fee of \$5.00 is charged.

The fee for these correspondence courses is merely intended to cover the incidental expense in giving them. It is estimated that about one-half the expense will be met with the fee. The remainder will be paid by the institution. When it is noted that this instruction is by regular members of the Faculty, that it is individually and carefully standardized, that it is thorough, and that those who take it are not suspending their earning power, it is seen to be very inexpensive indeed.

The cost by correspondence of the equivalent of a year's work in residence would be about \$60 to \$75. Our records show that a year of college work often adds much more than that amount to the salary the first year. The average cost for a year in residence is approximately \$300, with cessation of earning. Any one can easily see the advantages derived by those who avail themselves of correspondence-study.

REMITTANCES.

In sending fee, the postal or express money order, bank draft, or registered letter are much preferred. Personal checks will be received and will usually not require exchange. When exchange is necessary it will be charged against the account of the student. This department will not be responsible for money sent in any other way than by money order or registered letter. Fee should accompany enrollment blank, and should be only the regular charge for correspondence-study work. Remittances for texts, materials, etc., should not be sent to The Extension Division.

CREDIT.

Full credit will be given for all work satisfactorily completed by correspondence. It is not expected, however, that any one will attempt more than two courses at any one time, and the department reserves the right to

determine fully the nature and amount of work undertaken by any individual who may enroll. Credit for each correspondence course satisfactorily completed will be filed in the office of the Registrar if the student has completed entrance requirements. If not, the grade will be held in the correspondence department and certified on request.

LIBRARY HELP.

The Library of this School coöperates fully in this work, but on account of expense in duplication of books, some of the necessary references must be secured by the student taking the courses. The Library assembles and sends out all available books needed as references in the correspondence courses. These, of course, are more easily secured where groups are working together. Apply direct to the Library, Kansas State Normal School, Emporia.

EXAMINATIONS.

In order to complete a correspondence course for credit a satisfactory examination must be passed at this School or under the supervision of either a county or city superintendent. If credit is not desired no examination is required.

LETTERS.

All letters and inquiries relative to these courses, both before and after they have been begun by students, must pass through the office of the Extension Division.

The student, or group, wishing work by correspondence must first carefully fill out one of our application blanks. This should be returned, together with the fee, to the Extension Division, Kansas State Normal School, Emporia, Kansas.

LESSONS.

The first assignment will be sent out on receipt of application and fee, and this assignment will be accompanied by full instructions for preparation and directions for sending in lessons sheets.

Under the new method of handling correspondence-study courses a complete record of each and every assignment is kept. All correspondence study work should be directed to The Extension Division, Kansas State Normal School, Emporia, Kansas, and not to the instructor in charge of the work. Each lesson will be returned to the student with all needed corrections and explanations. Book lists, reading assignments, and all necessary help will be given as the course progresses. Questions on the subjects being studied will be welcomed at all times.

LENGTH OF COURSES.

Students in residence ordinarily do thirty hours of college work in one school year, or four units of high-school work. A one-hour course will ordinarily be given by correspondence in eight assignments; a two-hour course in sixteen assignments; a three-hour course in twenty-four assignments; a four-hour course in thirty-two assignments. A high-school course, giving one-half unit credit, will be given in twenty assignments; a one-unit course will be given in forty assignments. An assignment will usually cover about one week's work.

REGULATIONS.

Correspondence-study may be undertaken at any time in the year.

No preliminary examination is required, but the regular application blank must be filed with this department. (The regular application blank for correspondence-study will be found on the last page of this catalogue.)

Students who wish credit for their courses must state that fact in advance and meet all college or high-school entrance requirements.

No fee is refunded because of a student's inability to enter upon or pursue a course for which he has once registered.

Each correspondence course is equivalent to the corresponding residence course, and commands credit unless definite statement is made to the contrary.

Students must expect to have their papers returned without correction as often as they do not meet the approval of the instructor in legibility, accuracy and neatness.

Students enrolling for credit must meet the prerequisite conditions for each course. This regulation is never waived except by written consent of the head of the department to which the course belongs.

Failure in a course in residence may not be made up through correspondence.

The fees for these courses cover instruction only. All textbooks, material, etc., must be purchased by the student and may be secured directly through your local bookstore, from the publishers, from The Booknook, Emporia, Kansas, or Eckdall & McCarty, Emporia, Kansas. Orders or money for books should not be sent to the Extension Division. Students should add six cents postage to the list price for each book ordered. Instructors will be glad to answer questions about texts and materials where difficulty is encountered in securing them.

COLLEGE COURSES.

AGRICULTURE.

1. AGRONOMY.—Four hours credit. Forty assignments. The course includes a thorough study of field crops, crop production, rotation, soils, insects and diseases injurious to field crops, etc., also, some grain judging and home project work is done. A general course on the study of farm crops and their production. Text: Field Crops, by Wilson and Warburton (Webb Publishing Co., St. Paul), \$1.50. Agriculture Yearbook from U. S. Department at Washington; reports from secretary of Kansas State Board of Agriculture, Topeka; bulletins and circulars from State Agricultural Colleges, etc. The Yearbook and bulletins may be had for the asking. PROFESSOR PHIPPS.

2. ANIMAL HUSBANDRY.—Four hours credit. Forty assignments. This course includes the history of the types and breeds of farm animals; feeds, feeding, and care of farm animals; animal breeding; dairying; and poultry. A general course in the study of farm animals, their care, management, and products. Text: Beginnings in Animal Husbandry, by Plumb (Webb Publishing Co., St. Paul), \$1.25. Also, U. S. Department of Agriculture Yearbook, Washington; biennial report from secretary of Kansas State Board of Agriculture; bulletins and circulars from State Agricultural Colleges. PROFESSOR PHIPPS.

5. HORTICULTURE AND FORESTRY.—Four hours credit. Forty assignments. This course includes a brief study of the subject of forestry. Common forest and wood-lot trees are studied, and emphasis is placed upon the wood-lot for Kansas. Horticulture makes up the greater part of the course. Orchards, orchard culture, common orchard fruits, orchard enemies and their control, and markets are studied. Text: Sears' Productive Orchardng (Lippincott), \$1.60. Also bulletins and study outlines will be sent. PROFESSOR PHIPPS.

6. SCHOOL GARDENING.—One hour credit. Eight assignments. General course on school gardening and school-ground improvement, dealing largely with the school grounds. Outlined lectures by Mr. Phipps, to be developed by the student. No text. PROFESSOR PHIPPS.

ART.

20. PICTURE STUDY IN THE GRADES.—Two hours credit. Sixteen assignments. Open to all students. PROFESSOR GRIDLEY.

57. HISTORY OF ART.—Four hours credit. Thirty-two assignments. PROFESSOR GRIDLEY.

BIOLOGY AND GEOLOGY.

1a. FIELD ZOOLOGY.—Two hours credit. Studies of insects and birds; classification and habits of both. Collection of fifty insects, named. Collection of observations of fifty birds, named. Text: Sanderson and Jackson, Elementary Entomology; price, \$2. PROFESSOR WOOSTER.

4a. INDUSTRIAL BOTANY.—Two hours credit. Discussion of topics of outline furnished by department. Fifty experiments performed and described. Text: Goodrich's First Book of Farming (Doubleday-Page Co.), \$1.25; and Wooster's Outline. PROFESSOR WOOSTER.

7. GEOLOGY OF KANSAS.—Two hours credit. Formations shown on map. Map accompanied by inch-square specimens of formation, named. Twelve species of fossils, named. General description of formation of state, including valuable mineral contents. Text: Wooster's Geology of Kansas (Crane & Co., Topeka), 15 cents. PROFESSOR WOOSTER.

COMMERCE.

1. ELEMENTARY ACCOUNTING.—Three hours credit. Twenty-four assignments. For high-school graduates and mature students. Fundamental principles are studied and applied. Prepares one to do practical work in bookkeeping and for the more advanced accounting courses. PROFESSOR PARKE.

3. MERCANTILE ACCOUNTING.—Three hours credit. Twenty-four assignments. Prerequisite, Elementary Accounting, or one-half year of high-school bookkeeping. Emphasis is placed upon the classification of accounts and the making of statements so as to show in detail the condition and progress of each department of the business. PROFESSOR PARKE.

5. FARM ACCOUNTING.—Two hours credit. Sixteen assignments. Prerequisite, Elementary Accounting, or one year of high-school bookkeeping. A complete scientific scheme of keeping farm accounts, designed to prepare teachers to organize and conduct practical farm-accounting courses in high schools. Text: Goodyear's Farm Accounting (Goodyear-Marshall Co., Cedar Rapids, Iowa). PROFESSOR PARKE.

6. BANK ACCOUNTING.—Two hours credit. Sixteen assignments. Prerequisite, Elementary Accounting, or a half year of high-school bookkeeping. Shows the accounts and books kept by a bank. PROFESSOR PARKE.

14. BUSINESS LAW I.—Three hours credit. Twenty-four assignments. The law of contracts as applied to everyday business affairs. General principles of contract law, negotiable paper, sales of personal property, agency partnerships, corporations, and real estate titles and transfers. Text: Spencer's Manual of Commercial Law (Bobbs-Merrill Publishing Co., Indianapolis, Ind.), \$2. PROFESSOR PARKE.

26. METHODS IN PENMANSHIP. Two hours credit. Sixteen assignments. No prerequisite. Drill is given in movement, in the formation of letters and in writing business forms, with emphasis on presenting penmanship in the grades and in the high school. May be taken for the three-year certificate. Open only to College freshmen and sophomores; if taken by juniors and seniors only one-half credit is given. Texts: C. C. Lister's Muscular Movement Manual (Macmillan), 40 cents; Tamblyn's System of Business Writing (published by the author, Kansas City, Mo.) 25 cents. MR. CREMER.

ENGLISH.

1a. RHETORIC AND COMPOSITION I.—Three hours credit. Twenty assignments. Training in the fundamental principles and practices of English prose discourse is given by a variety of analytical and constructive exercises. Technical excellence is essential for completion of the work. This course presupposes three years of high-school English, but those who show superior ability during the first few lessons will be immediately advanced to Rhetoric and Composition II. Texts: The Essentials of English Composition, by James W. Linn (Scribners), \$1; Handbook of Composition, by Edwin C. Woolley (Heath & Co.), 75 cents. Illustrative Examples of English Composition, by James W. Linn (Scribners), \$1. MR. BIRDSONG.

1b. RHETORIC AND COMPOSITION II.—Three hours credit. Twenty assignments. More advanced principles of English composition are given in this course. Attention is given to originality and vigor of expression and to

the organization of longer themes. The reading and analysis of much standard English prose is required. Text: *College and the Future*, by Richard Rice, jr. (Charles Scribners), \$1.30. One other text will be required. MR. BIRDSONG.

2. NEWSPAPER ENGLISH I.—Three hours credit. Twenty assignments. Prerequisite Rhetoric and Composition I. A course in newspaper reporting and correspondence work. The principles of the news story in all forms are taught, and the student is given practice work in the covering of real assignments. Text: *Newspaper Reporting and Correspondence*, by Hyde (Appleton), \$1.75. MR. BIRDSONG.

11. AMERICAN LITERATURE.—Three hours credit. Sixteen assignments. Prerequisite, Composition and Rhetoric I. This course gives a general survey of the more significant figures in American literary history, the study being confined almost entirely to their works. Extensive reading is required. MISS ASKEW.

12. THE NOVEL.—Three hours credit. Twenty assignments. Prerequisite, Rhetoric and Composition I. A study is made of the rise and development of the novel. The structure of the novel is studied. An intensive study is made of some of the novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, Meredith, and Hardy. MISS KEERAN.

17. ENGLISH ROMANTIC POETS.—Three hours credit. Eighteen assignments. Prerequisite, Rhetoric and Composition I. Poets studied: Wordsworth, Coleridge, Scott, Byron, Shelley and Keats. MISS NEWTON.

51. SHAKESPEARE'S TRAGEDIES.—Two hours credit. Twelve assignments. Prerequisite, six hours of College English. All of Shakespeare's tragedies are read, two being studied intensively. Shakespeare's versification receives attention. The philosophy of the tragedy is studied.

52. SHAKESPEARE'S COMEDIES.—Two hours credit. Twelve assignments. Prerequisite, six hours of College English. Eight of Shakespeare's comedies are read, chosen from the different types. Some attention is paid to the life and times of Shakespeare and to the Shakespearean stage. MISS NEWTON.

53. ALFRED TENNYSON.—Two hours credit. Fifteen assignments. Prerequisite, six hours of College English. A study of the author's characteristic poems. MISS NEWTON.

FRENCH.

2. INTERMEDIATE FRENCH.—Five hours credit. Forty assignments. Prerequisite, one unit of high-school French, or five hours of College French. Texts: Fraser and Squair's *Shorter French Course* (D. C. Heath & Co.), \$1.10; Francois and Giroud's *Simple French* (Holt & Co.), 70 cents; Gervais' *Un cas de conscience* (D. C. Heath & Co.), 25 cents; Labiche et Martin's *Le voyage de M. Perrichon* (Ginn & Co.), 30 cents. Only the last half of the grammar and of the reader is studied. PROFESSOR DUDLEY.

3. ADVANCED FRENCH I.—Five hours credit. Forty assignments. Prerequisite, ten hours of college French or its equivalent. Texts: Francois' *Alternate Exercises for Introductory French Prose Composition* (A. B. C.), 50 cents; Augier et Sandeau's *Le Gendre de M. Poirier* (Holt & Co.), 40 cents; Sand's *La Mare and Diable* (D. C. Heath & Co.), 35 cents; De Musset's *Pierre et Camille* (D. C. Heath & Co.), 20 cents. PROFESSOR DUDLEY.

AMERICAN HISTORY.

1. AMERICAN HISTORY, GENERAL COURSE.—Three hours credit. Twenty-four assignments. This is a textbook course designed especially to meet the three-hour college requirement for college students who have not had Ameri-

can history in the high school, and for those who do not expect to major in history. Text: Bassett, *Short History of the United States* (Macmillan), \$2.60. PROFESSOR WHITNEY.

2. AMERICAN POLITICAL AND CONSTITUTIONAL HISTORY, 1789-1817.—Three hours credit. Twenty-four assignments. With the adoption of the new constitution, the American nation seeks to establish itself at home and win recognition abroad. Without precedent, beset by enemies within and without, the undertaking is, and the success is, one of the great achievements of world history. Those majoring in history should begin their American history with this course. Those desiring but a single course in the department and who have had American history in the high school should take this course. PROFESSOR WHITNEY.

3. AMERICAN POLITICAL AND CONSTITUTIONAL HISTORY, 1817-1860.—Three hours credit. Twenty-four assignments. This is an era of great internal development. Economic questions arise with direct bearing upon the Rebellion. New movements—educational, political, philanthropic, religious, literary and governmental—characterize this period. This is better understood if preceded by course 2. PROFESSOR WHITNEY.

52. AMERICAN COLONIAL HISTORY TO 1763.—Four hours credit. Thirty-two assignments. European conditions leading to our age of discovery, and the ancient life in America, are followed by a detailed study of the discoverers and explorers as expressive of the character, motive, methods, and results of European expansion in the fifteenth and sixteenth centuries. The planting of the individual colonies and the development of colonial institutions lay the foundation for the formation of the American Nation. PROFESSOR WHITNEY.

53. THE AMERICAN REVOLUTION AND CRITICAL PERIOD, 1763-1789.—Three hours credit. Twenty-four assignments. This story of the struggle of the colonies for independence and of the nation to realize itself in government is a dramatic one. One sees a nation in the making and the process by which it builds great principles into its form of government. PROFESSOR WHITNEY.

GOVERNMENT.

1 and 2. AMERICAN GOVERNMENT (General Course).—Five hours credit. Forty assignments. This course covers American government completely, including both the national and state and local governments. Attention is given not only to the machinery of government, but to its actual workings, and to some of our present problems. Parties and politics are given full consideration. Texts: Beard, *American Government and Politics* (Macmillan Co.), \$2.25. The course may be divided. One may take American National Government (1), three hours, twenty-four assignments, or Kansas Government (2), two hours, sixteen assignments, if the whole five hours is not desired.

51. GOVERNMENTAL PROBLEMS.—Three hours credit. Twenty-four assignments. This is offered to meet the demand of teachers of history and civics for something which will throw light on present-day problems. Nearly all of our most important public questions, such as immigration, capital and labor, railroads, trusts, tariff, taxation, and new ones brought to light by the war will be considered. The attempt is made to coordinate this course with the grade and high-school courses in American history. Suggestions are given as to the way to introduce the study of the various problems to grade and high-school students, and in connection with what periods of history. Text: Haworth, P. L., *America in Ferment* (Bobbs-Merrill Co.), \$1.50.

52. INTERNATIONAL LAW AND AMERICAN DIPLOMACY.—Three hours credit. Twenty-four assignments. This course deals with the origin and obligations of international law; state sovereignty; high seas; nationality; aliens; consular and diplomatic service; treaties; modes of redress; war

prize courts; contraband; blockade; neutrality: American diplomacy since 1776 is an important feature.

53. COMPARATIVE GOVERNMENTS.—Three hours credit. Twenty-four assignments. A study of the governments of England, Germany, France, Switzerland and Italy. These governments are compared with our own. Parties and politics in each country are discussed. We are not so much concerned with analyzing constitutions as with getting a picture of the actual government in each country. Text: Ogg, F. A., *Governments of Europe* (Macmillan Co.), \$3.00.

AMERICAN FOREIGN POLICY.—Three hours credit. Twenty-four assignments. A study of the purpose of America and the other nations in the present conflict. "What is the Cause of War" and "How May Wars be Avoided?" are questions considered. The whole aim of the course is to bring about an understanding of the great world crisis and the end that we may help build a policy which will prevent such a catastrophe in the future. Text: Weyl, W. E., *American World Policies* (Macmillan Co.), \$2.25.

EUROPEAN HISTORY.

1. HISTORY OF THE MIDDLE AGES.—Three hours credit. Twenty-two assignments. The course covers the period between the decline of the Roman empire and the sixteenth century. The Middle Ages development, institutional and ideas in government, law, culture, and social conditions that formed the basis of our modern civilization. Special attention is given to a development of a historical point of view and the use of source material. Text: Robinson, *History of Western Europe*, and readings. (Ginn), \$1.50. PROFESSOR WILLIAMS.

2. MODERN EUROPEAN HISTORY.—Three hours credit. Twenty assignments. A general course dealing with the period from the sixteenth century to the present time, giving attention to the great movements of the Reformation, the age of Louis XIV, the French Revolution, the era of Napoleon, the unification of Italy and Germany, and an understanding of the Europe of to-day. Robinson, *History of Western Europe*, and readings. (Ginn), \$1.50 each. PROFESSOR WILLIAMS.

3. GREEK HISTORY.—Three hours credit. Twenty assignments. The achievements and contributions of the Greek people to civilization are emphasized in this course. Special attention is paid to the development of a superior intellectual and æsthetic culture. Outline studies and references. PROFESSOR WILLIAMS.

4. HISTORY OF ROME.—Three hours credit. Twenty assignments. This course follows the development of the Roman state from the earliest time to the close of the early empire. The conquering, governing, and civilizing powers of Rome are studied. Outline studies and references. PROFESSOR WILLIAMS.

5. HISTORY OF ENGLAND TO 1603.—Three hours credit. Thirteen assignments. In this course the aim to trace the great movements by which ancient England has become modern England, and the forces which have given rise to these movements. Text: Cheyney, *Short History of England*, and readings (Ginn), \$1.50 each. PROFESSOR WILLIAMS.

6. HISTORY AND GOVERNMENT OF ENGLAND FROM 1603 TO THE PRESENT.—Three hours credit. Eleven assignments. This course deals with successful working out by the English people of the two great problems in government—that of self-government under free democratic form, and that of governing remote dependencies. These are specially for students majoring in American history. Cheyney, *Short History of England*, and readings (Ginn), \$1.50 each. PROFESSOR WILLIAMS.

7. HISTORY OF THE EIGHTEENTH CENTURY.—Two hours credit. Seventeen assignments. A study of the century of great changes and reforms. Prepares the student for the course in the nineteenth century history. Text: Robinson and Beard, *Development of Modern Europe*, Vol. I (Ginn), \$1.32. PROFESSOR WILLIAMS.

8. CONTEMPORARY HISTORY.—Three hours credit. Seventeen assignments. This course covers the period from the opening of the nineteenth century to the present time. Current periodical literature supplements the text. Teachers of high-school modern history will find the course helpful in their work. Text: Robinson and Beard, *Development of Modern Europe*, vol. II (Ginn & Co., Chicago), \$1.32. PROFESSOR WILLIAMS.

9. THE BACKGROUND AND PROGRESS OF THE GREAT WAR.—Two hours credit. Twelve assignments. This course is arranged for those who wish to study the war more in detail than any of the other courses permit. It will deal not only with the forces on land and sea, but also the problems and responsibilities of individual citizenship involved in winning the war for democracy. Outlines and References. PROFESSOR WILLIAMS.

13. HISTORY OF GERMANY AND PAN-GERMANISM.—Two hours credit. Twelve assignments. An introduction to German history since 1740, with special emphasis on Germany's foreign policy known as pan-Germanism. Text: Priest, *Germany Since 1740* (Ginn), \$1.25; Usher, *Pan-Germanism* (Grossett), 60 cents. PROFESSOR WILLIAMS.

14. THE HISTORY OF FRANCE. Two hours credit. Twenty assignments. This course attempts to present the leading facts of French history from early Roman times to the present, and is especially recommended to students of the modern languages and Latin. Text: Adams, *History of France* (Houghton-Mifflin), \$1.25. PROFESSOR WILLIAMS.

51. INDUSTRIAL AND SOCIAL HISTORY OF ENGLAND.—Two hours credit. Sixteen assignments. Prerequisite, courses 5 and 6. This course is recommended to round out the study of English history. Mediæval rural and town life, trade and commerce, the economic changes of the fourteenth and fifteenth centuries that resulted in the breaking up of the mediæval system, the industrial revolution with its momentous results, the extension of government control shown in the factory laws, modification of land ownership, sanitary regulations and government industries, and the development of trade unions, trusts and coöperation, are the principal topics of study. Text: Cheyney's *Industrial and Social History of England* (Macmillan), \$1.40. PROFESSOR WILLIAMS.

53. THE FRENCH REVOLUTION. Two hours credit. Twenty assignments. To understand the social, economic and political conditions in France which were outgrown, and the origin and growth of the revolutionary spirit, is quite as necessary as to trace the history of the destruction of abuse and the struggle for liberty and rights. The course offers a study in social psychology and the political theories of the time, as well as a history of the Revolution itself. Text: Mathews, *French Revolution* (Longman's, Green & Co.), \$1.25. PROFESSOR WILLIAMS.

54. MEDIÆVAL INSTITUTIONS.—Two hours credit. Twelve assignments. An intensive study of a number of select problems in mediæval, social, political, economic, and religious institutions. Adapted to those who have access to a good library on this period. Outline studies and references. PROFESSOR WILLIAMS.

LATIN.

1. ELEMENTARY LATIN.—Five hours credit. Forty assignments. Stress placed on forms. Latin correlated with English. Introduction to subjunctive mode. Easy lessons in reading. Course based on Smith's *Latin Lessons* (Allyn & Bacon, Chicago), 88 cents. PROFESSOR HOLTZ.

2. **LATIN PROSE READING.** Five hours credit. Forty assignments. Subjunctive mode completed. Easy exercises in reading continued. Study of the Helvetian Campaign or its equivalent. Constant drill on forms and essentials of syntax. Simple exercises in original composition. Smith's Latin Lessons completed. Additional text as recommended by instructor. PROFESSOR HOLTZ.

4. **CÆSAR AND COMPOSITION.**—Five hours credit. Forty assignments. The equivalent of three books, selected by the instructor. Thorough drill in syntax of cases and modes. Latin composition, including original exercises. Incidental study of campaigns. Walker's Cæsar (Scott, Foresman & Co., Chicago), 83 cents; Bennett's Latin Grammar (Allyn & Bacon, Chicago), 71 cents; Baker & Inglis' Course in Latin Composition (Macmillan), 51 cents. PROFESSOR HOLTZ.

5. **CICERO I.**—Three hours credit. Twenty-four assignments. Four orations against Catiline. Latin prose dictated and original exercises. Special attention to style of orator. Outlines of the orations. Study of conditional sentences. Johnston and Kingery's Cicero (Scott, Foresman & Co., Chicago), \$1; Bennett's Latin Grammar (Allyn & Bacon), 71 cents. PROFESSOR HOLTZ.

6. **CICERO II.**—Three hours credit. Twenty-four assignments. Careful reading of the Manilian Law and Archias orations. Incidental study of Roman political life, based on Abbott's Roman Political Institutions (Ginn & Co., Chicago), \$1.50. Latin prose composition and original exercises. Sight translation. Johnston and Kingery's Cicero; Baker and Inglis' Course in Prose Composition (Macmillan, Chicago), 51 cents. PROFESSOR HOLTZ.

7. **VIRGIL I.**—Three hours credit. Twenty-four assignments. The *Æneid*, books I-III. Translation, scansion, mythology and a short paper. Open to students offering three units, or to strong, mature students offering two units of high-school Latin. Knapp's Virgil (Scott, Foresman & Co., Chicago), \$1.40. Guerber's Myths of Greece and Rome recommended (American Book Company), \$1.50. PROFESSOR HOLTZ.

8. **VIRGIL II.**—Three hours credit. Twenty-four assignments. The *Æneid*, books IV-VI. Translation, metrical reading, and study of supplementary mythology. Literary appreciation, papers of a research nature. Knapp's Virgil; Guerber's Myths of Greece and Rome. PROFESSOR HOLTZ.

9. **CICERO'S DE SENECTUTE.**—Two hours credit. Sixteen assignments. The object of this course is to aid the student in acquiring skill in reading continuous Latin of moderate difficulty with comparative ease. Prerequisite, Virgil's *Æneid*. De Senectute, by Rockwood, with vocabulary (American Book Company, Chicago), 75 cents. PROFESSOR HOLTZ.

9a. **CICERO'S DE AMICITIA.**—Two hours credit. Sixteen assignments. Similar to the above. Careful attention paid to translation, style, syntax and the writing of Latin. Price's De Amicitia (American Book Company, Chicago), 75 cents. PROFESSOR HOLTZ.

10. **LIVY.**—Three hours credit. Twenty-four assignments. The Hannibalic War. Translation, grammar, composition, historical studies. PROFESSOR HOLTZ.

51. **LATIN COMEDY.**—Two hours credit for each play. Sixteen assignments. The Captivi of Plautus and the Phormio of Terence. An inspiring course in Roman plays. Anteclassical forms, scansion, idiomatic, everyday English. Elmer's Plautus and Elmer's Phormio (Allyn & Bacon, Chicago), \$1.25. PROFESSOR HOLTZ.

54. **ADVANCED COURSE IN COMPOSITION.**—Two hours credit. Sixteen assignments. The aim is to give greater fluency and accuracy in the writing of continuous prose. Dictated and original exercises required. Text: Nut-

ting's Advanced Composition (Allyn & Bacon, Chicago), \$1. PROFESSOR HOLTZ.

58. TEACHERS' COURSE IN COMPOSITION.—Two hours credit. Sixteen assignments. Adapted to the needs of those teaching or preparing to teach high-school Latin. Thorough review of syntax. Hale-Buck Grammar, \$1. Bennett's Grammar, 71 cents. PROFESSOR HOLTZ.

61. GREEK AND ROMAN MYTHOLOGY.—Two hours credit. Sixteen assignments. The myths of ancient Greeks and Romans; some study of the myths of the Norse gods, the Norse and old German heroes, and The Ring of the Nibelung. Text: Gayley's Classic Myths in English Literature (Ginn), \$1.50. PROFESSOR HOLTZ.

Other courses given on request.

MATHEMATICS.

1. ADVANCED ARITHMETIC.—Four hours credit. Thirty-two assignments. Prerequisite, one year each of algebra and geometry. This course fulfills the requirement for Three-year State Certificate and is an intensive study of the subject matter of arithmetic. Text: Modern Arithmetic Methods and Problems, Lindquist (Scott, Foresman & Co.), \$1.25. PROFESSOR LINDQUIST.

2. TEACHING OF ARITHMETIC.—Two hours credit. Sixteen assignments. Prerequisite, Advanced Arithmetic, or its equivalent. Three questions of why? what? and how? will be considered regarding the teaching of arithmetic. In this manner will be considered such matters as mental arithmetic, interest in arithmetic, etc., and the specific topics of each grade. Text: Modern Arithmetic Methods and Problems, Lindquist (Scott, Foresman & Co.), \$1.25. PROFESSOR LINDQUIST.

4. ADVANCED ALGEBRA AND ITS APPLICATIONS.—Three hours credit. Eighteen assignments. Prerequisite, Algebra, I and II and Plane Geometry. The fundamental laws of algebra and the reasons underlying the fundamental operations with positive and negative numbers. Review of factoring. Powers and roots. Quadratic equations and graphs. Algebraic fractions. Theory of exponents and radicals. Imaginaries, logarithms, progressions, binominal theorem. MR. KELLER.

5. SOLID GEOMETRY.—Three hours credit. Fifteen assignments. Prerequisite, one year each of algebra and plane geometry. Straight line in space, the plane and the more common solids, as parallelepiped, prism, pyramid, cylinder, cone and sphere. Application to problems throughout. State text: Ford and Ammerman, 70 cents. ASSOCIATE PROFESSOR ELLIS.

6. TRIGONOMETRY.—Three hours credit. Fourteen assignments. Development of trigonometric functions as ratios and as lines. Functions of angles in any quadrant. Solution of the right triangle. Inverse functions. Development of trigonometric formulas. Solution of the oblique triangle. Many practical problems. Text: Granville's Plane and Spherical Trigonometry and Tables (Ginn), \$1.25. ASSOCIATE PROFESSOR ELLIS.

8. COLLEGE ALGEBRA.—Five hours credit. Twenty assignments. Prerequisite, Advanced Algebra and its applications. Functions and graphs. Inequalities. Complex numbers. Theory of equations. Premutations, Combinations, and Probabilities. Determinants. Partial fractions. Logarithms. Series. MR. KELLER.

54. ASTRONOMY.—Two hours credit. Seventeen assignments. The celestial sphere and its circles. The three systems of celestial measurement. Fundamental problems in practical astronomy. Cosmogony and the study of nebulae, star clusters, comets and meteors. An especial study of the planets and their satellites. The principal constellations. Text: Young's Elements of Astronomy (Ginn), \$1.60. ASSOCIATE PROFESSOR ELLIS.

GENERAL PEDAGOGY GROUP.

PSYCHOLOGY.

1. GENERAL PSYCHOLOGY.—Three hours credit. Eighteen assignments. Required for the two-year life-diploma course. In addition to the systematic textbook study, the student is required to perform some simple experiments requiring no elaborate apparatus, and also to write a short paper on a topic assigned for special study. Texts: Colvin and Bagley, *Human Behavior* (Macmillan), \$1; Pillsbury, *Essentials of Psychology* (Macmillan), \$1.25. PROFESSOR TRIPLETT.

2. CHILD PSYCHOLOGY.—Two hours credit. Seventeen assignments. Required for kindergarten and primary certificates. This course treats of the physical and mental development of the child. Emphasis is laid on the study of the nature and needs of children during the several periods of their development. Wherever possible, direct observations are conducted under the direction of the instructor. Text: *The Child*, Tanner (Rand McNally & Co.), 1916 edition, \$1.50. MR. DEVOSS.

3. GENETIC PSYCHOLOGY I.—Two hours credit. Seventeen assignments. In this course a study of the behavior of animals is made, and comparisons drawn with human activity, especially that of children. All psychology is becoming genetic and functional in character, and a proper study of life activities of any kind, and especially those bearing upon education, must take into account this development phase of the subject. Some observations of animals and a paper are required. MR. DEVOSS.

6. SOCIAL PSYCHOLOGY.—Two hours credit. Twelve assignments. Prerequisite, course 1. A study of those interests and instinctive tendencies of the mind that are the result of the community life of the race. It is meant to throw light on the nature of society and to give a basis for a more truly social pedagogy. This course may be taken as a part of six additional hours in professional requirements. Texts: Ross, *Social Psychology* (Macmillan), \$1.50; Elwood, *Introduction to Social Psychology* (Appleton), \$2. PROFESSOR TRIPLETT.

52. EDUCATIONAL PSYCHOLOGY.—Three hours credit. Eighteen assignments. This meets the requirements for the degree. In this course important topics in Psychology are treated in their educational aspects, many of them of the greatest value for the teacher, such, for instance, as the learning process, economical methods of memorizing and making associations, the education of the senses, etc., have little or no space in the ordinary textbook. Texts: Colvin, *The Learning Process* (Macmillan), \$1.25; Freeman, *How Children Learn* (Houghton Mifflin Co.), \$1.60. PROFESSOR TRIPLETT.

53. ADOLESCENT PSYCHOLOGY.—Three hours credit. This or the course in educational psychology described above is required for the degrees course. A study of the important physical, mental and moral changes which are natural to adolescence. The aim in this course is to give a foundation for the pedagogy of secondary instruction. Text: *Adolescent Psychology*, Hall (Appleton & Co.), with other references. These may be borrowed from the Kansas State Normal library. PROFESSOR TRIPLETT.

57. GENETIC PSYCHOLOGY II.—Two hours credit. Prerequisite, General Psychology. A study of the behavior of primitive man, tracing his mental, moral, religious, æsthetic, social and industrial development in those aspects which concern the genesis of the subject matter of education. A special reference to the mental life of the child among primitive people. Briefly a reading course. MR. DEVOSS.

Other courses on request.

SCHOOL ADMINISTRATION.

10a.—EDUCATIONAL MEASUREMENTS I. Two hours credit. Sixteen assignments. Prerequisite, Methods in Elementary Instruction. A course for teachers and supervisors in which they study how to make and use educational measurements. Students having had satisfactory teaching experience may secure permission to use this course to meet the requirement for Graded School Administration. (Offered after January, 1919.) PROFESSOR MONROE.

50. HISTORY OF MODERN EDUCATION.—Three hours credit. Twenty-four assignments. This course should not be attempted by students having less than sixty hours of college credit unless they have had considerable teaching experience. The development of our schools, their curricula, and the method of teaching will be studied in some detail. Special emphasis is placed upon the modern period. Texts: Graves' History of Education During the Middle Ages, \$1.10; and History of Education in Modern Times, \$1.10 (Macmillan Company, Chicago). PROFESSOR MONROE.

55. PRINCIPLES OF EDUCATION.—Three hours credit. Twenty-two assignments. This course is required of all degree students. It deals with the function of the school and the principles underlying the making of courses of study. Texts: Cubberley, Changing Conceptions of Education (Houghton Mifflin Company, Chicago), 40 cents; Bagley, Educational Values (Macmillan Company, Chicago), \$1.10; Dewey, Moral Principles in Education (Houghton Mifflin Company), 40 cents. PROFESSOR MONROE.

62. *THE HIGH SCHOOL.—Two hours credit. A practical course for principals and superintendents, dealing with administrative problems in Kansas high schools. The course is introduced by a study of chapters selected from Monroe's Principles of Secondary Education, and includes at least one statistical inquiry into secondary school conditions in Kansas. Fifteen assignments. PROFESSOR CAROTHERS.

70. *EDUCATIONAL RESEARCH.—Credit will be proportional to the amount of work done. This course is designed for superintendents, principals, and teachers who desire to study some educational problem in a scientific manner under direction. Before enrolling for this course the instructor should be consulted in order to arrange for a suitable problem. The texts used will depend upon the particular problem studied. Because of the peculiar nature of this course the fee will be approximately half of that for regular courses carrying the same amount of credit. PROFESSOR MONROE.

RURAL SCHOOL ADMINISTRATION.

1. RURAL SCHOOL ADMINISTRATION.—Two hours credit. Fourteen assignments. The course is intended for those who are interested in rural schools or who intend to teach in consolidated or small village schools. It consists of a study of the school site and grounds, modern schoolhouses, school hygiene and sanitation, training of teachers, play and playgrounds, the library and its uses, agriculture, consolidation, standardization of rural schools, etc. Emphasis will be placed on conditions as they exist in the country and how to bring about a closer union of school and home. Text: The Rural School, Culter and Stone (Silver, Burdett & Co.), 97 cents. PROFESSOR CULTER.

5. *METHODS AND MANAGEMENT FOR RURAL SCHOOLS.—Five hours credit. This course may be split into a two-hour course and a three-hour course. It will satisfy the general methods and school administration requirements for the life diploma. The problems of the rural teacher will be kept uppermost in mind. PROFESSOR CULTER.

10. COUNTY SUPERVISION II.—Four hours credit. Twenty-one assignments. This course is divided into three parts. Part one makes a study of

* EXTENSION COURSES. The above Extension Courses are designed for group work. Where practical, members of the faculty will conduct these courses by personal visits.

some of the most important subjects of school law, selecting such topics as will confront the new county superintendent, viz., school-district boundaries, bond papers, county certificates, duties of county superintendent, records of official duties, etc. Text: Kansas School Law (County Superintendent). Part two makes a study of rural life based on Mr. Cubberly's Rural Life and Education. In part three an investigation is made into the work of some of the most successful county superintendents of the country. The work of part three is based on the Twelfth Yearbook, part II. Published by the Society for the Advancement of Education. PROFESSOR CULTER.

51. FOREIGN RURAL SCHOOL SYSTEMS.—Two hours credit. Fourteen assignments. In this course a study will be made of the school systems of Germany, Switzerland, France, Denmark, and England. Comparison of these systems will suggest helpful changes for our systems of schools. Material for the study of this course can be secured for a limited number by the library. PROFESSOR CULTER.

METHODS.

1. METHODS IN ELEMENTARY INSTRUCTION (formerly General Methods and Observation).—Three hours credit. Twenty-two assignments. This course is required for the three-year state certificate. It may be taken by those who have already satisfied the school administration requirements. In general methods a study is made of the function of teaching, subject matter or the methods of control that the race and child have worked out, motive or the "motors" that generate and direct activity, development of the methods by which the child gets control of values, and the use of subject matter. Such specific subjects as the following receive careful consideration, viz.: questioning, induction, deduction, dramatization, etc. Texts: Charter's Methods of Teaching (Row, Peterson & Co., Chicago), \$1.35; McMurray's Elementary School Standards (World Book Co., Chicago), \$1.25. PROFESSOR MONROE.

2. MOTIVATING THE CURRICULUM.—Three hours credit. Eighteen assignments. This is a thorough course in motivation, based largely on Messrs. Willson's book, Motivation of School Work, and Charters' Methods of Teaching. This course fits in well with the work of the schoolroom and can be taken by correspondence or in group study. PROFESSOR CULTER.

A. Kindergarten Department.

6. KINDERGARTEN THEORY.—Three hours credit. Eighteen assignments. This course will include a brief study of the principles underlying present-day practice in kindergarten education. A comparative study will be made of the contributions to education made by Comenius, Rousseau, Pestalozzi, Herbart, and Froebel, together with the work of such present-day educators as Madam Montessori, Doctor Dewey, and others. A brief study of the history of the kindergarten movement. A comparison between the kindergarten procedure as developed by Froebel and that of to-day reconstructed in the light of modern genetic psychology and child study. A study of child nature and its needs as a basis for kindergarten procedure. This work will be carried on by means of observation of children and by the study of Froebel's Mother Plays and other child-study literature. Text: Mottoes and Commentaries of Froebel's Mother Plays, translated by Susan E. Blow (D. Appleton & Co., New York), \$1.50. MISS BINGHAM.

7. KINDERGARTEN PROGRAM.—Three hours credit. Eighteen assignments. Prerequisites, Kindergarten Technics, Handwork, Plays and Games and Kindergarten Theory. A review of the characteristics and needs of children from four to seven, and of the activities and materials which satisfy these needs. The organization of children's experiences with various social interests, activities and materials into a kindergarten program. The principles controlling such an organization. Each student will be required to write in outline from a year's plan of work for kindergarten, and will also plan the equipment for a kindergarten, and a year's program for a kindergarten mothers' club. MISS BINGHAM.

PHYSICS.

1. MECHANICS OF SOLIDS AND FLUIDS, SOUND AND HEAT.—Five hours credit. Forty assignments. This is the first half of a year's course in Freshman College Physics. Prerequisite, High-school Physics, or its equivalent, and one year each of algebra and geometry. This course consists of both text and laboratory work. The latter may be performed in your high-school laboratory where facilities are available, or it may be done through the loan of some apparatus and completed in residence. Text: Spinney's (Macmillan), \$2.75. PROF. DRAKE.

2. LIGHT, MAGNETISM AND ELECTRICITY.—Five hours credit. Forty assignments. This is the second half year of the Freshman College Physics. Prerequisite, the preceding course or its equivalent. The laboratory work arranged as in previous course. Text the same as in the preceding course. PROF. DRAKE.

5. GENERAL PHYSICS. Five hours credit. Forty assignments. This course is designed for college students who have never had high-school physics. It is cultural in character rapidly covering the whole subject of elementary physics and laying a foundation for the later teaching of the subject. It consists of text and laboratory. The latter may be performed in a high-school laboratory that has ample facilities. Text: Black & Davis' Practical Physics (state text), \$1.05. PROFESSOR DRAKE.

6. HOUSEHOLD PHYSICS.—Three hours credit. Twenty-four assignments. This course is designed for teachers of high-school physics who want to give courses in physics for girls. It may be taken at the same time that such a course is given and in this way an invaluable service may be rendered the teacher who is introducing this work for the first time. PROFESSOR DRAKE.

PHYSIOLOGY AND HYGIENE.

1. GENERAL PHYSIOLOGY.—Three hours credit. A course covering the essentials of respiration, circulation, digestion, nutrition, excretion, etc. Text: Jones and Bunce (P. Blackiston & Sons, Philadelphia), \$1.50. PROFESSOR WHITE.

5. HYGIENE AND SANITATION.—Three hours credit. A course in the principles and practice of public, personal and school hygiene, taking up the subjects of ventilation, heating, water supply, and filtration, sewage and garbage disposal, food, clothing, disease, fumigation, quarantine, vital statistics, etc. Text: Bergey (W. B. Saunders, Philadelphia), \$3.50. PROFESSOR WHITE.

8. SCHOOL AND PERSONAL HYGIENE.—Three hours credit. This course is particularly concerned with the hygiene of the school plant, teacher and janitor. It also makes a careful study of the medical inspection of the pupils and the needs for separate classes, etc. Text: Rapeer (Chas. Scribners), \$2.50. PROFESSOR WHITE.

50. ADVANCED PHYSIOLOGY.—Three hours credit. A thorough college course in physiology for those who have had high-school physiology or General Physiology. Especially desirable for students majoring in science or those intending to teach physiology and needing credit. Text: Brubaker (P. Blackiston & Sons, Philadelphia), \$3.50. PROFESSOR WHITE.

51. PHYSIOLOGY OF ALIMENTATION.—Two hours credit. Special physiology of the digestive tract. Text: Stiles (W. B. Saunders, Philadelphia), \$1.50. PROFESSOR WHITE.

53. ANATOMY.—Five hours credit. Human anatomy. Taking up fully the bones, muscles, joints, veins, arteries, lymphatics, nerves, viscera, etc. This course may be taken under favorable conditions for study. Consult head of department. Text: Potter's Quiz Compend. (P. Blackiston & Sons, Philadelphia), \$1. PROFESSOR WHITE.

SOCIOLOGY AND ECONOMICS.

1. GENERAL SOCIOLOGY.—Three hours credit. Twenty-four assignments. An introduction to the study of social theory as developed by the leading thinkers of the day. Also a preliminary study of a number of practical problems of rural and urban life, of sociological legislation and reform. Especially adapted to group work in connection with extension lectures. Texts: Elwood's Social and Modern Social Problems (American Book Co.), \$1; Blackmar and Gillin's Outlines of Sociology (American Book Co.), \$2.25. PROFESSOR SMITH.

52. EDUCATIONAL SOCIOLOGY AND COMMUNITY BETTERMENT.—Three hours credit. Twenty-four assignments. Psychology a prerequisite. A study of a social viewpoint in education and the various agencies employed in advanced educational centers to extend school advantages to all people. The broader point of view is emphasized in the study of the agencies of social and community betterment with which the teacher is particularly concerned. Text: An Introduction to Educational Sociology, W. R. Smith (Houghton, Mifflin Co.), \$1.75; King's Social Aspects of Education (Macmillan), \$1.60. PROFESSOR SMITH.

1. GENERAL ECONOMICS.—Three hours credit. Twenty-four assignments. Offered only in connection with the extension lectures announced in the extension circular. PROFESSOR SMITH.

INDUSTRIAL ORGANIZATIONS.—Two hours credit. Sixteen assignments. In this course the various forms of business organization are analyzed, the history and principles of capitalistic production are developed, and various phases and problems of the industrial world of to-day are studied. Trust control, trust finance, state regulation, and other industrial problems of the day receive special attention. General Economics as prerequisite. PROFESSOR SMITH.

SPANISH.

1. ELEMENTARY SPANISH.—Five hours credit. Forty assignments. An introduction to the study of the language. All lessons contain practice in turning Spanish into English and English into Spanish. An easy reader will be used in connection. Texts: DeVitis' Spanish Grammar, lessons I-XXXIII (Allyn and Bacon, Chicago), \$1.25; Harrison's Elementary Spanish Reader (Ginn & Co., Chicago), 50 cents.

2. INTERMEDIATE SPANISH.—Five hours credit. Forty assignments. Grammar completed and a major part of the reader. This completes the first year of study in the language. Texts: DeVitis' Spanish Grammar, lessons XXIV-L, \$1.25; DeVitis' Spanish Reader, \$1.25 (Allyn and Bacon, Chicago).

3. MODERN SPANISH.—Three hours credit. Twenty-four assignments. A reading course for the second year. About 200 pages of simple Spanish prose, including one comedy. Exercises in prose composition based on the text. Texts: Hill's and Ford's Spanish Tales for Beginners (Henry Holt & Co., New York), \$1.10; Howland's Zaragueta (Silver, Burdett & Co.) Chicago, 50 cents.

4. SPANISH COMPOSITION.—Two hours credit. Sixteen assignments. Designed to give the student some ability to write connected Spanish. Text: Umphrey's Spanish Prose Composition (American Book Company, Chicago), 75 cents. Prerequisite, one year of Spanish.

SECONDARY COURSES.

AGRICULTURE.

FIELD CROPS.—One-half unit credit. Twenty assignments. This course includes the study of all farm crops of importance in the United States, the study of insects and diseases injuring them, and the types of soil to which they are adjusted. Texts: *Field Crops*, by Wilson and Warburton (Webb Pub. Co., St. Paul), \$1.50; also *Essentials of Agriculture*, by Waters (Ginn & Co., Chicago), \$1.10. PROFESSOR PHIPPS.

FARM ANIMALS.—One-half unit credit. Twenty assignments. Completes, with the Agronomy, the year's work in secondary agriculture. Texts: *Essentials of Agriculture*, by Waters (Ginn & Co., Chicago), \$1.10; also, *Beginnings in Animal Husbandry*, by Plumb (Webb Pub. Co., Chicago,) \$1.25. PROFESSOR PHIPPS.

COMMERCE.

ELEMENTARY BOOKKEEPING.—One-half unit credit. Twenty-four assignments. Includes the work usually given in the first half year of high school. Journal, daybook, ledger, trial balance, statements, and the closing of the ledger. PROFESSOR PARKE.

COMMERCIAL LAW.—One-half unit credit. Twenty-four assignments. It is the aim of this course to present clearly the more important points of business law that are likely to arise in everyday affairs. The leading principles of contract law, illustrated by references to court decisions, are studied and their application to matters of practical business is shown. Practice is given in drawing up forms of legal papers in common use. PROFESSOR PARKE.

ELEMENTARY PENMANSHIP.—One-half unit credit. Forty assignments. Study of correct position. Muscular movement and its advantages. Mastery of movement and control of the arm by means of various exercises. Development and analysis of both capitals and small letters. Text: *Tamblyn System of Business Writing* (published by the author, Kansas City, Mo.), 25 cents. MR. CREMER.

ENGLISH.

No course in constructive English, except the grammar and composition, is offered to high-school students, as oral work as well as written is demanded.

COMPOSITION AND GRAMMAR.—One-half unit credit. Twenty assignments. To make the study of English grammar practical and profitable is the aim of this course. Stress is laid on principles that affect speech and writing, and themes are assigned that require immediate use of these principles. Students are induced to use their reasoning faculties instead of their memories. A study is made of their own language rather than the language of the classics. Methods and suggestions for the presentation of the subject to beginners are frequently made. Some good prose is required to be read during the course.

NARRATIVE PROSE AND POETRY.—One-half unit credit. Prerequisite, courses 1 and 2. This course follows as closely as seems practicable the first year's work in literature in the state course of study. The simpler narratives are selected from the representative poets and prose writers of England and America. Only so much of technique is taken up as will increase the appreciation and enjoyment of the reading. An effort is made to develop the

critical powers of the student and to sharpen his discernment of what is good. Reports, both oral and written, are made by the student on extensive outside reading.

NOVEL AND ESSAY. One-half unit credit. Prerequisite, courses 1, 2, and 3. This course covers the work outlined in literature for the second year in the state course of study, but is somewhat broader in its scope. Special emphasis is placed in this course on modern essayists and novelists, the aim being to train the student to discriminate intelligently in his present-day reading, and appreciate and enjoy real literature. The great works of authors of the past, however, are also studied.

GEOGRAPHY.

PHYSIOGRAPHY.—One-half unit credit. Twenty assignments. A study of land forms and of the atmosphere, of the agencies that have affected the earth's features or that are now changing them. Attention is always given to geographic influences upon life and upon history. Text: Salisbury, Barrows and Tower, *Elements of Geography* (Henry Holt & Co.), \$1.50. MISS ATWOOD.

GOVERNMENT.

GOVERNMENT I.—One-half unit credit. Seventeen assignments. An outline study of local, city, township, county, state and national government is offered in this course. The county institute course of study in civil government will be kept in mind. Texts: *Government and Politics in the United States*, Guitteau (Houghton, Mifflin Co.), 88 cents; *Civics of Kansas*, Bates (Ginn & Co.), 35 cents.

AMERICAN HISTORY.

AMERICAN HISTORY I.—One-half unit credit. Twenty assignments. Text: Muzzey's *American History* (Ginn & Co.), \$1.50. MISS MINROW.

AMERICAN HISTORY II.—One-half unit credit. Twenty assignments. Text: Muzzey's *American History* (Ginn & Co.), \$1.50. MISS MINROW.

EUROPEAN HISTORY.

EUROPEAN HISTORY I.—One unit credit. Twenty-eight assignments. This course covers the field from the earliest knowledge we have of man to the opening of the eighteenth century. It includes the periods familiarly known as ancient and medieval history. Past conditions and past institutions are studied with particular reference to their relation to the present. Text: Robinson and Breasted *Outlines of European History*, vol. I (Ginn & Co., Chicago), \$1.50. PROFESSOR WILLIAMS.

EUROPEAN HISTORY II.—One unit credit. Twenty-seven assignments. This course covers mainly the eighteenth and nineteenth centuries and offers an opportunity to study the changes and developments that have determined the character and events of the present day. Text: Robinson and Beard *Outlines of European History*, vol. II (Ginn & Co., Chicago), \$1.50. PROFESSOR WILLIAMS.

Both the above courses may be taken in two sections, each giving one-half unit credit.

ENGLISH HISTORY. One-half unit credit. Twenty-eight assignments. This course traces the development of the English people from a barbarous race into a nation whose extent and area is world-wide. It emphasizes the relations of England and America in respect to their common language and institutions. The course has in mind those who wish to meet the English

history requirement for a third-grade certificate, and will follow closely the institute course of study outline and text, using Walker's Essentials in English History (American Book Co., Chicago), \$1.50.

PROFESSOR WILLIAMS.

LATIN.

BEGINNING LATIN I.—One-half unit credit. Thirty-five assignments. Stress placed on forms. Latin correlated with English. One-half of text completed. Smith's Latin Lessons (Allyn & Bacon, Chicago), 88 cents. PROFESSOR HOLTZ.

BEGINNING LATIN II.—One-half unit credit. Thirty-five assignments. Especial attention paid to the subjunctive. Text as above. PROFESSOR HOLTZ.

CÆSAR I.—One-half unit credit. Thirty-five assignments. Introduction to extended translation. Books I and II. A thorough drill in syntax, with stress placed on the cases. Texts: Walker's Cæsar (Scott, Foresman & Co., Chicago), 83 cents; Bennett's Latin Grammar (Allyn & Bacon, Chicago), 71 cents; Baker and Inglis' High-school Course in Latin Composition (The Macmillan Co., New York). PROFESSOR HOLTZ.

CÆSAR II.—One-half unit credit. Thirty-five assignments. Books III and IV. Composition completed. Study of campaigns. Texts as above. PROFESSOR HOLTZ.

CICERO I.—One-half unit credit. Thirty-five assignments. Four orations against Catiline. Johnston and Kingery's Cicero (Scott, Foresman & Co., Chicago), \$1; Baker and Inglis' Latin Composition (Macmillan, Chicago), 60 cents; Bennett's Latin Grammar (Allyn & Bacon, Chicago), 71 cents. Prerequisite, two years of Latin. PROFESSOR HOLTZ.

CICERO II.—One-half unit credit. Thirty-five assignments. Careful reading of orations for Manilian Law and Archais. Exercises in sight translation. Short paper. Texts as above. PROFESSOR HOLTZ.

VIRGIL I.—One-half unit credit. Thirty-five assignments. Translation of books I-III of the *Æneid*. Knapp's Virgil (Scott, Foresman & Co., Chicago), \$1.40. PROFESSOR HOLTZ.

VIRGIL II.—One-half unit credit. Thirty-five assignments. Translation of books IV-VI. Texts as above. PROFESSOR HOLTZ.

MATHEMATICS.

ALGEBRA I.—One-half unit credit. Sixteen assignments. The notion of general number developed through formulas. Positive and negative numbers and the fundamental operations. Simple fractions. Graphic representation. Linear equations. MR. KELLER.

ALGEBRA II.—One-half unit credit. Sixteen assignments. Special types of products and quotients. Factoring, solution of equations by factoring. Square root and radicals. Quadratic equations. Fractions. Ratio, variation, and proportion. MR. KELLER.

PLANE GEOMETRY I.—One-half unit credit. Twenty-five assignments. This course should cover the material given in the text to the exercises at the close of book II. Text: Wentworth and Smith (Ginn & Co., Chicago), \$1.25. MISS HANSEN.

PLANE GEOMETRY II.—One-half unit credit. Twenty-five assignments. Special attention to training in methods of attacking exercises and in exercises in mensuration. Prerequisites, Algebra and Plane Geometry I. Text: Wentworth and Smith (Ginn & Co., Chicago), \$1.25. MISS HANSEN.

PHYSICS.

PHYSICS I.—One-half unit credit. Eighteen assignments and experiments. This course covers the work in the state text included in Mechanics and Heat. Twenty experiments must be acceptably performed either at the Normal School or at an approved high school. Text: Practical Physics, Black and Davis (Macmillan Co.), \$1.05. MR. VAN VORIS.

PHYSICS II.—One-half unit credit. Sixteen assignments and experiments. This course includes the work in magnetism, electricity, sound and light as presented in the state text. The requirements for laboratory are similar to those mentioned for course I. The textbook work may be done by correspondence and the credit will be withheld until the laboratory work is completed. The same text is used that is used for Physics I. MR. VAN VORIS.

PHYSIOLOGY.

HYGIENIC PHYSIOLOGY.—One-half unit credit. Seven assignments. A good working knowledge of anatomy and physiology is given the student, but special emphasis is placed in hygiene in all of its phases. Text: Conn & Budington (Silver, Burdett & Co., Chicago), 97 cents. DR. WHITE.

PSYCHOLOGY.

ELEMENTARY PSYCHOLOGY.—One-half unit credit. Twenty assignments. This is the psychology required for the normal-training teachers' certificate. Texts: The Mind and Its Education, Betts (D. Appleton & Co., New York), \$1.06; An Elementary Psychology, D. E. Phillips (Ginn & Co., Boston), \$1.20. MR. DE VOSS.

EXTENSION LECTURES AND CLASSES.

INTRODUCTION.

This list of talks, lectures and other forms of instruction and entertainment is offered this year (1918-'19) to the communities of Kansas by the Kansas State Normal School at Emporia. Everything listed below except lyceum courses and commencement addresses will be furnished at actual cost of making the trips. The attention of superintendents, high-school principals, men's clubs, women's clubs and other organizations is respectfully called to this list. It is classified and presents a great variety of talent from which to choose. If the following pages do not contain what is wanted or statements are not clear in any way, everyone should feel perfectly free to write the department in regard to it. If there is any opportunity to serve the cause of education in Kansas to a better advantage, in general or in particular cases, the Kansas State Normal School will be glad to know of it. All inquiries relative to extension work or growing out of this catalogue should be addressed to Extension Division, Kansas State Normal School, Emporia, Kan., Carl W. Salser, Director.

GROUP STUDY CLASSES.

The Extension Division of the Kansas State Normal School, through the coöperation of the Faculty, offers extension courses to teachers of the state wherever a sufficient number will organize for group study. It is intended that these courses be offered in all lines practicable, and that they be conducted by regular members of the Normal Faculty, who will meet with the class at least once or twice a month. These courses are given credits in the State Normal School just as though they had been taken in residence. They are designed to help teachers to advance professionally and at the same time to accumulate credit in their college courses.

These courses are offered, also, to help superintendents to find for their teachers professional work which can easily be made effective, and which their teachers will enjoy doing. The Kansas State Normal School very cordially invites teachers and superintendents over the state to write immediately in regard to this group work. The cost is small and the arrangements easily made. This extension class work is being successfully done in many cities in Kansas as well as in other states. Special mention of some of these courses will be found elsewhere in this catalogue.

THE APPOINTMENT BUREAU.

Brief mention is also made of the Appointment Bureau as a part of the Extension Division. This bureau has 2,275 teachers enrolled for all lines of school work, from the kindergarten to the city superintendency. Almost any kind of public-school position can be filled on short notice at any time in the year. Address all inquiries concerning teachers and teaching positions to Carl W. Salser, Director of Extension, Emporia, Kan.

LYCEUM COURSES.

PRESIDENT THOMAS W. BUTCHER, A. M.

The American Boy.

Some Essentials of American Citizenship.

Real Success.

THE KANSAS STATE NORMAL LYCEUM CONCERT COMPANY.

Voice, Miss Evaline Hartley.

Violin, Mr. Keenan.

Piano, Miss Harriet Prutsman.

E. R. BARRETT, A. M.

Books and Life.

MR. AND MRS. FRANK A. BEACH.

Program of Folk Songs and Stories.

FRANKLIN L. GILSON, Ph. B., Reader.

"Monsieur Beaucaire," by Booth Tarkington.

"The Dawn of To-morrow," by Francis H. Burnett.

"A Certain Rich Man," by William Allen White.

An Evening of Stories and Poems by American Authors.

JAMES W. MAYBERRY, A. M.

The Dream of Science.

The Old School Master and the New Master School.

THE KANSAS STATE NORMAL JUNIOR CONCERT COMPANY.

Voice, Miss Alta Francis.

Violin, Miss Nira Brigham.

Voice and Piano, Miss Ethel Haubold.

AN EVENING OF MUSIC AND READINGS—Given by advanced students from
the Departments of Music and Public Speaking.

Miss Seevers.

Miss Haubold.

W. A. VAN VORIS, A. B.

Other Worlds Than Ours. (Illustrated.)

Wonders of Modern Science.

MISS MARY ALICE WHITNEY, A. M.

The Making of an American.

The Man of the Hour.

THE GILSON PLAYERS.

Mr. Gilson with a cast of six players, in a limited repertoire of plays, offers an attraction seldom secured in any but the large cities. Any high school or community organization can arrange for these players and make a handsome profit on the play beside providing an evening of splendid entertainment.

Any or all of the above numbers are furnished under definite contract, the cost being based on necessary expenses of travel, etc. This is a strong course, popular rather than professional. It is better in most features than can be secured from lyceum bureaus by any except the large cities. The Extension Office reserves the right to accept, reject and arrange dates for all the above-mentioned persons so as best to protect their work in this institution. This reservation applies particularly to President Butcher, for whom only a limited number of dates will be made for the year.

TEACHERS' ASSOCIATIONS.

AGRICULTURE.

C. R. PHIPPS, B. S.

Agriculture in Our Schools.

Beautifying Home and School Grounds.

Nature Study on the Farm.

The Country Road.

Some Needs of the Farm Home to be Supplied by the Teacher.

ART AND DECORATION.

C. R. PHIPPS, B. S.

Beautifying Home and School Grounds.

The School Garden.

Ornamental and Vegetable Planting on School Grounds.

MRS. D. M. ECKDALL.

Uses and Abuses of Water Color in the Schoolroom.

How to Use the State Text Drawing Books.

COMMUNITY INTERESTS.

WALTER R. SMITH, Ph. D.

The School and the Community.

C. R. PHIPPS, B. S.

Coöperation in Education.

Community Clubs to be Organized by the Teacher.

Community Work to be Done by the School.

W. A. VAN VORIS, A. B.

Farm Physics.

GENERAL AND INSPIRATIONAL.

FRANK AGRELIUS, A. M.

Conservation of Originality in the Child.

E. R. BARRETT, A. M.

Blessed Be the School Teacher.

H. H. BRAUCHER, B. S.

Making the School Meet the Local Needs of the Patrons.

MR. FRANK A. BEACH.

Music and the War.

Community Singing.

J. P. DRAKE, A. M.

Causes of Low Efficiency in Students.

ANNA BELL NEWTON, A. M.

The Social Value of Cultural English.

The Relation of Fiction to Real Life.

Wordsworth, the Great Interpreter of Man and of Nature.

L. A. PARKE, LL. B.

A Business Education.

W. R. SMITH, Ph. D.

Need of the Social Point of View in Education.

Our Greatest Educational Failure and Its Remedy.

The Improvement of the Social and Financial Position of the Teacher.

The Trend of Present-Day Society (a course of three lectures):

1. The School of the Future.

2. The Church of the Future.

3. The Social Changes of the Coming Generation.

W. H. CAROTHERS, A. B., A. M.

How to Build a High-school Course of Study.

J. W. MAYBERRY, A. M.

The Spirit of the Hive.

Seeking the Truth.

The Teacher in Progress.

The Valuation of the Teacher.

MARY A. WHITNEY, A. M.

The Great American Desert.

Our Flag.

L. C. WOOSTER, Ph. D.

Value of School Subjects in Securing an Education.

NORMAN TRIPLETT, Ph. D.

The Defective and Abnormal in Our Schools.

The Leaven of Child Study.

PELAGIUS WILLIAMS, A. M.

The Making of a Teacher.

The Educational Value of History.

GROUP STUDY FOR CREDIT.

These courses are personally conducted by members of the Faculty mentioned below:

WALTER R. SMITH, Ph. D.

General Economics. Extension course of ten or twelve lectures for college credit given in connection with correspondence study.

Mainly a discussion of live political and economic questions.

Sociology. Extension course of ten or twelve lectures for college credit given in connection with correspondence study.

J. P. DRAKE, A. M.

The Physics of Common Things. Two hours college credit. This course treats of the common physical phenomena in relation to everyday life, and furnishes abundant illustrative and suggestive material for the public-school teacher to make use of in various classes. This material has been successfully used in arithmetic, physiology, geography, language lessons, general exercises, etc. Through special preliminary arrangement this course may be conducted by the local superintendent under the general direction of Mr. Drake.

H. M. CULTER, A. B.

Mr. Culter will personally conduct a limited number of group courses in Rural School Methods and Management based on his book, "The Rural School." Groups should be organized and application for the course should be made at once. Mr. Culter will visit each group once or twice a month and conduct the work in person. The Extension Office reserves the right to organize these groups for Mr. Culter so as best to economize his time.

JANE K. ATWOOD, Ed. B.

Geography of North America. Four hours college credit. The physiography of the continent and its influences upon the development and conservation of the natural resources of the United States, and their relation to industries.

PELAGIUS WILLIAMS, A. M.

Modern European History.

English History.

The French Revolution.

The Teaching of History.

HEALTH.

F. W. WHITE, M. D.

Medical Inspection in Schools a Present Necessity.

How to Conserve the Health and Efficiency of School Children.

First Aid to the Injured. (Practical Demonstration.)

Hygiene and Sanitation in the Rural Community.

The American Red Cross. (Illustrated.)

Sex Hygiene. (Presentation will vary with type of audience.)

HISTORY.

MARY A. WHITNEY, A. M.

The Teaching of History in the Elementary and Rural Schools. This lecture is accompanied by an exhibit of construction work for grades 1 to 8.)

Ku-Klux Klan.

The Consequences of an Act of Policy.

Cotton Mather, the Last of the New England Puritans.

PELAGIUS WILLIAMS, A. M.

The Teaching of High-school History.

History in the Grades.

The Educational Value of History.

LECTURE RECITALS.

F. L. GILSON, Ph. B.

Interpretive readings from Classic and Modern Poetry and the Modern Drama.

LIBRARY.

MAUDE E. SHORE.

School Libraries.

MANUAL AND INDUSTRIAL ARTS.

H. H. BRAUCHER, B. S.

Making the School Work Practical.

Farming as a Vocation.

The Manual-Training Teacher.

Vocation and Science.

The Waste of the Untrained.

Some of the Possibilities and Limitations of Manual Training.

MEASUREMENTS AND STANDARDS.

WALTER S. MONROE, Ph. D., H. G. LULL, Ph. D., and W. R. SMITH, Ph. D., members of the Bureau of Educational Measurements and Standards, are available for lectures on topics in this field. These lectures will be illustrated with charts. See page 40 for full explanation.

MUSIC.

FRANK A. BEACH, B. L.

How to Listen to Music. (Accompanied by Victrola; given by printed lectures or in person.)

The Opera Faust, by Gounod. (Illustrated lecture.)

Culture of Soil, Then What?

CATHERINE E. STROUSE.

Teaching the Little Folks to Sing.

What are We Accomplishing in Music in the Grades?

Music in the Rural Schools.

Music Appreciation in the Grades.

PLAY.

ACHSAH M. HARRIS, A. B.

The May Day Pageant.

WALTER R. SMITH, Ph. D.

The Social and Educational Value of Play.

CATHERINE E. STROUSE.

Place and Value of Folk Dancing.

F. W. WHITE, M. D.

The Importance of Play and Playgrounds to the School and Community. (Illustrated.)

H. M. CULTER, A. B.

Plays and Games.

PRIMARY AND KINDERGARTEN.

ACHSAH M. HARRIS, A. B.

The Primary Teacher's Problems in Relation to the Subjects to be Taught.

The Relation between the Kindergarten and the Primary School.

RURAL SCHOOLS.

H. M. CULTER, A. B.

Better Rural Schools.

Consolidated Type vs. One Teacher Type of School.

Opportunities of the Rural Teacher.

Modern Methods for Rural Schools.

Mr. Culter will personally conduct a limited number of group courses in Rural School Methods and Management based on his book, "The Rural School." Groups should be organized and application for the course should be made at once. Mr. Culter will visit each group once or twice a month and conduct the work in person. The Extension Office reserves the right to arrange these groups for Mr. Culter so as best to economize his time.

SCIENCE.

FRANK AGRELIUS, A. M.

Our Present Knowledge of Germ Diseases.

The Contamination of What We Eat and Drink.

L. C. WOOSTER, Ph. D.

Short Talks on Biology and Geology with the Industrial Phases Emphasized.

Scientific Farming.

J. P. DRAKE, A. M.

Our Solar System. (Illustrated.)

Recent Important Discoveries in Physics.

Science and the War.

STORY-TELLING.

LILLIAN DUDLEY, A. M.

An Evening of German Stories Told in English.

THE TEACHING OF VARIOUS SUBJECTS.

ACHSAH M. HARRIS, A. B.

Practical Work in Primary Reading.

Practical Work in Primary Numbers.

Practical Work in Primary Language.

ANNA BELL NEWTON, A. M.

Mechanics of English.

Use of Pictures in Composition Work (Upper Grades, High School),

Shakespeare in the High School.

E. R. BARRETT, A. M.

Making Grammar Worth While.

The Ultimate Aim in Teaching Literature.

Poetry in the Schools.

Suggestions for Teaching English Composition.

F. L. GILSON, Ph. B.

The Teaching of Reading.

Oral English in the High School.

PELAGIUS WILLIAMS, A. M.

Social Motive in History.

The Teaching of High School History.

MARY A. WHITNEY, A. M.

The Teaching of History in the Elementary and Rural Schools.

(This lecture is accompanied by an exhibit of construction work for grades 1 to 8.)

WILLIAM HOLTZ, A. B.

Cæsar's Campaigns.

The Saalberg Camp.

The Story of the Æneid (with stereopticon).

The relation of Latin to the Life of To-day. (Illustrated by the "Sabin Exhibit.")

G. W. ELLIS, A. M.

Arithmetic Teaching.

Why and Wherefore of Mathematics.

W. H. KELLER, A. B.

Algebra Teaching.

Graphical Representation.

Ideals in Mathematics Teaching.

THEODORE LINDQUIST, Ph. D.

Development of the Arabic Numerals and Our Number System.

Discussion of a phase of the Teaching of Arithmetic; as, Interest

in Arithmetic; Community Problems; Mental Arithmetic; Unification and Correlation; Fractions; Percentage; and others.

Discussion of a Phase of the Teaching of Algebra or Geometry: as, Historical Items and their Uses; Correlation of Secondary Mathematics; The Function Idea; Algebra Course based upon Equations, Trigonometry in Geometry; Original Exercises; Theory of Limits; and others.

CATHERINE E. STROUSE.

Teaching the Little Folks to Sing.

J. P. DRAKE, A. M.

The Teaching of High School Physics.

The Teaching of Household Physics.

The Teaching of General Science in the Junior High School.

FRANK AGRELIUS, A. M.

Botany in the High School.

The Teaching of Botany in the Western Kansas High Schools.

F. W. WHITE, M. D.

Physiology and How to Teach It.

TRAVEL.

WILLIAM HOLTZ, A. B.

Glimpses of Rome, Ancient and Modern. (With Stereopticon.)

LILLIAN DUDLEY.

Glimpses of Berlin. (Illustrated.)

Paris and the French. (Illustrated.)

Quaint Corners of Germany. (Illustrated.)

ANNA BELL NEWTON, A. M.

Through the Scott Country. (Illustrated.)

Through the Shakespeare Country. (Illustrated.)

Life in Oxford University. (Illustrated.)

SOCIAL CENTER LECTURES.

AGRICULTURE.

C. R. PHIPPS, B. S.

Beautifying Home and School Grounds.

Nature Study on the Farm.

The Country Road.

COMMUNITY INTERESTS.

J. P. DRAKE, A. M.

A Safe Water Supply.

Electric Lights on the Farm.

W. R. SMITH, Ph. D.

The School and the Community.

C. R. PHIPPS, B. S.

Boys' and Girls' Community Clubs.

Our Rural School Grounds.

Making the Rural School Serve Its Community.

FRANK W. WHITE, M. D.

Medical Inspection of Schools a Present Necessity. (Illustrated.)

HISTORY.

MARY A. WHITNEY, A. M.

Our Flag.

Ku-Klux Klan.

The Consequences of an Act of Policy.

MUSIC.

FRANK A. BEACH, B. L.

How to Listen to Music. (Accompanied by Victrola.)

PLAY.

W. R. SMITH, Ph. D.

The Educational and Social Value of Play.

FRANK W. WHITE, M. D.

Importance of Play and Playgrounds to the School and Community.

RURAL SCHOOLS.

H. M. CULTER, A. B.

Consolidated Type vs. One-Teacher Type of School.

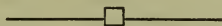
Better Rural Schools.

Opportunities of a Rural Teacher.

SCIENCE.

FRANK AGRELIUS, A. M.

Bacteria on the Farm.



HIGH-SCHOOL COMMENCEMENT ADDRESSES.

FRANK AGRELIUS, A. M.

Modern Patriotism.

E. R. BARRETT, A. M.

Choice and Choosers.

H. G. LULL, Ph. D.

Democracy and Education.

The Social Interpretation of Education.

The Community and the School.

MARY ALICE WHITNEY, A. M.

Our Flag.

The Man of the Hour.

ANNA BELL NEWTON, A. M.

Relation of Fiction to Real Life.

W. H. CAROTHERS, A. M.

World's Progress and Education.

J. W. MAYBERRY, A. M.

Problems of the New Science.

The Youth and the New Science.

FRANK W. WHITE, M. D.

Character vs. Reputation.

Drone or Doer.

CHARLES R. PHIPPS, B. S.

Living To-day.

PELAGIUS WILLIAMS, A. M.

The Tests of Democracy.



BUREAU OF EDUCATIONAL MEASUREMENTS AND STANDARDS.

Since the establishment of the Bureau of Educational Measurements and Standards by the Board of Educational Administration in 1915, service has been rendered to superintendents and teachers of the state by calling their attention to available tests and assisting them in securing these tests. The Bureau has also endeavored to serve the state by cooperating with the superintendents in standardizing the tests being used. A supply of testing material in arithmetic, reading, writing, spelling, English composition, and algebra has been kept on hand and supplied at cost to teachers and superintendents.

For the coming year the Bureau of Educational Measurements and Standards is planning to render additional service. A timed sentence spelling test has been devised and standardized. A new silent reading test, The Monroe Standardized Silent Reading Test, embodying the satisfactory features of the Kansas Silent Reading Test and correcting the most serious criticism, has been devised and is now available for distribution. The popularity and widespread use of the Kansas Silent Reading Tests is proof of the value of this type of service. Two new series of tests in arithmetic have been devised and the publication of a new composition scale is being planned.

Standardized tests and scales render two services to the teacher: First, they provide her with a detailed and definite aim; and second, they provide her with a diagnosis of the teaching situation with which she is confronted.

Standardized tests are of service to the superintendent: First, by making possible for him to give more definite specifications to his teachers; second, by providing him with a measure of the results which are being obtained in his school; third, by revealing the nature of the organization of his plan of instruction.

In the past few years we have been so busy learning about tests and advocating their use that we have not always realized the exact nature of the service which they render to the teacher and to the superintendent. The coming year the Bureau of Educational Measurements and Standards has set for its particular problem the study of just how standardized tests may be used by the teacher as an instrument to make her teaching more effective. Suggestions and inquiries in connection with this problem will be welcomed.

The establishment of this bureau makes it possible for every superintendent in Kansas to make a survey of his school system. Members of the bureau can be secured to start work and instruct the superintendent and his teachers so that they may complete the survey.

For information concerning the work of the Bureau, address Walter S. Monroe, Director, Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kan.

SPECIAL FEATURES.

VICTROLA. Records including printed lectures. This set of records consists of an hour or so of the world's best music. Because of the large demand for the records and lectures in places which already own a Victrola, arrangements have been made for additional sets of records which will be sent to such places as wish them. Special sets of records for rural schools are ready at all times.

LANTERN SLIDES. Through the cooperation of the Physics Department this office is now able to loan slides in English, History and Latin. Slides illustrative of work in other branches will be gotten ready as rapidly as possible.

MICROSCOPE SLIDES. In Physiology and Botany. It is possible in cases where a compound microscope is not available to furnish one from our Science Department.

All the above features are furnished at actual cost of transportation. Damage to materials must, of course, be made good.

PUBLICATIONS.

GENERAL CATALOGUE. Record of Courses and other general information.

CORRESPONDENCE-STUDY AND EXTENSION LECTURES CATALOGUE.

SUMMER SCHOOL CATALOGUE. Program and Courses of the summer session.

MUSIC CATALOGUE. Information concerning the Department of Music.

"TEACHING." The official magazine of the School, published twelve times a year.

ON THE CAMPUS OF K. S. N. A book of pictures.

PLAYS AND GAMES. Special bulletin.

ORNAMENTAL AND VEGETABLE PLANTING. Special Bulletin.

ALUMNI CATALOGUE. A record of certificates, diplomas and degrees.

SPECIAL DAY PROGRAMS. Issued for rural schools, by the Rural School Bureau.

THE SUNFLOWER. The Year Book. Price, \$2.

The BULLETIN. The weekly newspaper published by the students.

For information address,

CARL W. SALSER,

DIRECTOR OF EXTENSION,

EMPORIA, KAN.

CORRESPONDENCE-STUDY STUDENTS, 1917-1918.

- Abrams, Dorothy A.; Emporia.
 Adams, Agnes L.; Langdon.
 Adell, Harry E.; Hamilton.
 Akerson, Evelyne; Galia.
 Allen, E. Warren; Topeka.
 Allen, Grace Laberta, Garden City.
 Allis, Mamie; Quincy.
 Allman, John O.; Boicourt.
 Anderson, Eva; Beattie.
 Andrews, Madge; Coffeyville.
 Armour, Beth; Wilmore.
 Armstrong, Iva M.; Cherryvale.
 Asher, Elsie Frances; Florence.
 Atkeson, Geo. L.; Altoona.
 Austin, Rhoda Anna; Madison.
 Ayers, Beulah M.; Emporia.
 Baker, Elsie; St. John.
 Barnes, Marrietta C.; Alma.
 Barnhart, Laura; Belleville.
 Bates, Marcia E.; Hardy, Neb.
 Bereman, William Everett; Nickerson.
 Bennett, Elva; Belpre.
 Bernadette, Sister M.; Paola.
 Beuchat, Gladys F.; Madison.
 Bieberdorf, Lydia B.; Great Bend.
 Bleakley, Charlotte; Matfield Green.
 Boal, Mary; Clifton.
 Bogue, Clara; Minneola.
 Bonewitz, Maude; Meriden.
 Boothe, Irene; Andale.
 Bovard, Ray; Otis.
 Bower, Leone; Olivet.
 Bowman, Carl A.; St. John.
 Bowman, Melvin E.; Mahaska.
 Brinker, Bessie; Goodland.
 Brittain, Emma, Walnut.
 Brooks, Ole; Liberal.
 Brown, Elizabeth; Emporia.
 Brown, Gertrude; Ottawa.
 Brown, Harry H.; Piqua.
 Brown, Lizzie Belle; Lexington.
 Brown, Ruth; Lexington.
 Brown, Thos. A.; Eminence.
 Buchanan, Josephine; Lyndon.
 Bullard, Anna C.; Garden City.
 Burgess, Juliette; Leavenworth.
 Busenbark, Beryle Vera; Lyndon.
 Busenbark, Camella; Eskridge.
 Byerly, Elizabeth; Fredonia.
 Campbell, Edith; Mulvane.
 Campbell, Grace; Topeka.
 Canfield, Leota; Goodland.
 Cannon, John L.; Beattie.
 Carico, Alice; Eudora.
 Carlisle, Lela; Wetmore.
 Carlsen, Mrs. Icy; Clay Center.
 Carpenter, James M.; Norwich.
 Carpenter, Margaret E.; Wilsey.
 Caruthers, Esther; Oklahoma City, Okla.
 Chappell, Ora M.; Haddam.
 Chappell, Olga; Haddam.
 Chinn, Hattie; Topeka.
 Chaney, Leontine; Mullinville.
 Church, S. Evangeline; Bremen.
 Coffman, Katharine; Scranton.
 Coleman, Myrtle Irene; Aurora.
 Conrad Effie; Emporia.
 Conrad, Elnora; Caney.
 Cooper, Charlotte L.; Osawatomie.
 Copeland, Edna V.; Wichita.
 Coughenour, Lucille; Brownell.
 Cox, Pearl; Harveyville.
 Craft, Mrs. Mabel; Chanute.
 Crawford, Fanny C.; Ellendale, N. Dakota.
 Curry, C. B.; Valley Center.
 Curtis, Jesse P.; McCracken.
 Curtis, Lillian; McCracken.
 Davies, Ella; Frankfort.
 Davies, Sophia; Lebo.
 Davis, Alice Irene; Canton.
 Davis, C. Irene; Spearville.
 Davis, Ruth; Salina.
 Dean, G. Marie; Valley Falls.
 Decker, A. I.; Fredonia.
 Deitz, Wm. P.; Sedgwick.
 De Voss, L. E.; Alta Vista.
 Dilley, C. A.; Alta Vista.
 Dingelstedt, Minnie; Lawrence.
 Eakes, Alice; Florence.
 Edgington, Bessie; Burlingame.
 Edgington, Louise; Medicine Lodge.
 Elbert, Maude; Windom.
 Eldred, Cornelia; Paola.
 Eldridge, Marain; Ottawa.
 Evans, Edith; Florence.
 Fawcett, Vera E.; Norton.
 Fellows, Edith; Neodesha.
 Fessenden, Elise May; Emporia.
 Finch, Edith; Prairie View.
 Fischer, Helen; New Ulysses.
 Flynn, Joseph P.; Palmer.
 Focht, Ralph; Altoona.
 Franzen, J. J.; Canton.
 Frazer, Wm. R.; Marion.
 Frederikson, David R.; Allen.
 Friend, Sudie; Arlington.
 Frisbie, Bessie May; Plainville.
 Froom, Hulda Olive; Vermillion.
 Fulk, Inez; Lebo.
 Funk, P. C.; Madison.
 Gallagher, Margaret May; Hoxie.
 Gallagher, Winifred; St. Joseph.
 Garber, Norma; Holton.
 Gates, Nellie; Anthony.
 Gepharte, Anna L.; Beverly.
 Gerber, Mrs. Elizabeth S.; Rolla, Mo.
 Gibney, Freda; Peabody.
 Gift, Mary A.; Almena.
 Gildart, Rita; Neodesha.
 Glenn, Mrs. Jessie N.; Lecompton.
 Godsey, Edith R.; Mayetta.
 Goodwin, Grace; Abilene.
 Gordon, Clarence A.; Admire.
 Grady, Mary H.; Manhattan.
 Grauerholz, Elizabeth; Kensington.
 Gray, Cora Viola; Isabel.
 Greenlee, John J.; Americus.
 Greer, Esther; Hope.
 Greever, M. Edna; Lansing.
 Griffith, Muriel; Scott City.
 Griffith, Nellie; Hoyt.
 Grimsley, Bernice; Reece.
 Grove, Leila M.; Agra.
 Gutsch, Lydia; Tampa.
 Hagler, Ruby; Salina.
 Hall, Effie Lee; Minneola.
 Halverson, Anna G.; Morganville.
 Hanna, Grace; Barnes.
 Hardin, Mae; Horton.
 Hargiss, Meade T.; Iola.
 Harrison, Eugenia; Bern.
 Harvey, Cora E.; Benton.
 Harvey, May L.; Council Grove.
 Hashbarger, Frances; Kincaid.

Haywood, Nettie M.; Fowler.
 Healy, J. W.; Camp Funston.
 Henley, Edna; Clyde.
 Henline, Lottie; Arkalon.
 Herrin, Mabel; Benton.
 Hetzel, Arthur J.; El Dorado.
 Hill, Azelia M.; Beloit.
 Hiller, Clara; Mentor.
 Hittle, Beulah; Mayetta.
 Hoard, Cleo; Bucklin.
 Hoatson, Myrtle; Central City, Neb.
 Hoback, Athel; Blackfoot, Idaho.
 Hodson, Jeannette; Fontana.
 Hoffman, Mabel; Colby.
 Holroyd, Flora E.; Wellington.
 Hopkins, Jessie; Lawrence.
 Hopkins, Maude Pearl; Goodland.
 Horr, Opal Maye; Thayer.
 Howard, Belle; Topeka.
 Hukill, Edna Eula; Emporia.
 Hunt, Walter T.; Pleasanton.
 Iden, Thomas; Caylord.
 Irvin, Frank; Valley Falls.
 Jarrett, Mada; Mahask.
 Jarrott, Melba; Mahaska.
 Jarus, Edmond F.; Emporia.
 Jenkins, Ruth; Liberty.
 Jewett, J. June; Rosedale.
 Jones, Fern N.; Moran.
 Jones, Iowa; Beattie.
 Jones, Jason W.; La Harpe.
 Jones, Lee; Emporia.
 Keefover, Iva A.; Barnes.
 Kerr, Maude C.; Kingman.
 Kersey, Horace A.; Quenemo.
 Kimble, Desta Cracker; Liberal.
 King, Esther; Hutchinson.
 Kirchner, Arthur E.; Choteau.
 Kirwan, Idan; Bendena.
 Kitchen, Mary E.; Great Bend.
 Klinefelter, Ada Irene; Emporia.
 Knoll, Vesta; Severy.
 Knox, Brevard; Norcatur.
 Koehler, Dora; Salina.
 Konantz, H. H.; Claffin.
 Kunz, Homer, M.; Emporia.
 Laird, Irne; Collinsville, Okla.
 Laird, Laura Rebecca; Abilene.
 Landers, Harriet; Blue Rapids.
 Lannon, Elva M.; Wamego.
 Lansdowne, Katie; Sedan.
 Larkin, Wm. A.; Emporia.
 Lehman, A. F.; Innâm.
 Leighty, Robt. Thos.; Bushong.
 Lemon, Goldie M.; Blue Mound.
 Letaurneau, Clare; Aurora.
 Lewis, Ben H.; Chester, Mont.
 Lewis, Bonnie C.; Welda.
 Lighthbody, Ernest; Corning.
 Lindholm, Vera; Falun.
 Lindholm, Victoria; Claffin.
 Lockwood, Mary E.; Mound City.
 Lonker, Hazel G.; Goodland.
 Lore, Marjorie; Emporia.
 Lowe, Helen; Kingman.
 Lowe, May; Valley Center.
 Lund, Katherine; Alma.
 Lynn, Fred H.; Allen.
 Lynn, Mabel; Valley Falls.
 Lyon, Rudencia; Fall River.
 McCarty, Leona G.; Emporia.
 McChenney, H. D.; Emporia.
 McClune, Blanche L.; Mont Ida.
 McCracken, Corp. Jesse E.; Ft. Sill, Okla.
 McDonald, Anna M.; Yankee, N. M.
 McDonald, Kathryn; Montezuma.
 McFaden, Gertrude; Webber.
 McGrew, Margalite; Humboldt.
 McLendon, Ann E.; Williamsburg.
 Mackenthun, Edna; Dunlap.
 Magdalena, Ernst Jent; Lansing.
 Mahar, Eda Ottawa.
 Mahoney, Bessie; Seranton.
 Markley, Hetty Faye; Englewood.

Marks, H. Clay; Daytona, Fla.
 Marlin, Anna; Salina.
 Marshall, Lillian; Wichita.
 Mather, Ruth E.; Centralia.
 Mattingly, Mae E.; Vining.
 Maxfield, Martha; Syracuse.
 Meeker, Maude; Cheney.
 Mellor, Alice E.; Waverly.
 Mendell, Floy; Moran.
 Merilatt, Elizabeth; Emporia.
 Meyer, Elizabeth M.; Junction City.
 Miller, Anna J.; Edgerton.
 Miller, Effie R.; Hanover.
 Miller, Ramona; Council Grove.
 Miller, Ruth Elma; Morrill.
 Mitchell, Hugh; Lewis.
 Monypenny, Mabel; Hartford.
 More, Grace Van Dyke; Lincoln, Ill.
 Morgan, D. A.; Burden.
 Morgan, Marie; Salina.
 Morgan, Merle; La Cygne.
 Morris, M. Nina; Pontiac.
 Mullikin, Mary E.; Kinsley.
 Murdock, Anna Maclaren; Edgerton.
 Murray, Theresa; Kanopolis.
 Nanninga, Esther M.; Leonardville.
 Neece, Lloyd B.; Delia.
 Needles, Mabelle H.; Eureka.
 Nelson, Robert Raymond; Caney.
 Nemechek, Grace E.; Abilene.
 Newhard, Elsie Lovila; Broughton.
 Nichols, Esther M.; Paola.
 Norman, H. C.; Lakin.
 Nottorf, Eunice V.; Dillon.
 Ogg, Esther; Colby.
 Padgett, Elizabeth; Fowler.
 Palmer, Tella Anna; Welda.
 Parker, Lora; Turner.
 Patterson, Genevieve; Barnes.
 Peele, Fern; Emporia.
 Pelzel, Josephine; Emporia.
 Perrine, Ocie; Rose Hill.
 Perry, Lillian; Howard.
 Phencie, Mary K.; Wichita.
 Pierce, Nora M.; Emporia.
 Piper, Ellen R.; Rosalia.
 Ramage, Allison; Emporia.
 Reams, Lorena; Salina.
 Reed, Hortense A.; Parsons.
 Reeve, Juliet; Hugoton.
 Richards, Lillian; Haviland.
 Richards, Marvin; Kiowa.
 Riegler, R. Wilford, Fort Sill, Okla.
 Rieniets, G. C.; Neosho Falls.
 Riley, Altha; Grenola.
 Robinson, Cecil M.; Downs.
 Rodgers, Elizabeth; Garnett.
 Roenigk, Edna; Clay Center.
 Rogers, Mrs. C. W.; Emporia.
 Rosina, Sister M.; Antonio.
 Ross, Evelyn; Emporia.
 Ross, H. Wilbur; Severy.
 Samuelson, Edith; Vermillion.
 Savage, Maude E.; Durham.
 Schilling, Edward Don; Tonganoxie.
 Scott, Minna M.; Marysville.
 Seaver, Mabel Edna; Emporia.
 Self, Myrtle; Cedar Point.
 Shaner, Helen; Durham.
 Shaner, Mary; Durham.
 Sharpe, Bessie; Macksaville.
 Sheets, Lena; Marion.
 Sheldon, Georgia; Oklahoma City, Okla.
 Shellenberger, Esther; Bushong.
 Shippy, Elsie Leah; Chapman.
 Shumway, Minnie; Lyons.
 Sloan, James C.; Emporia.
 Smiley, Laura; Silver Lake.
 Smith, C. Marie; Mound Valley.
 Smith, Orra M.; Lecompton.
 Snodgrass, Leota; Council Grove.
 Socolofsky, A. L.; Tampa.
 Solomon, Blanch; Vermillion.
 Sperry, Mrs. P. E.; Hays.

Stanton, Elizabeth; Plains.
 Stark, M. F.; Hunter.
 Staufer, Howard; Rose.
 Sterling, Minnie; Clay Center.
 Stevens, Nora K.; Virgil.
 Stewart, Gladys; Americus.
 Stewart, Mrs. Sarah L.; Council Grove.
 Stillman, Lora Mae; Council Grove.
 Stillwell, Helen; Emporia.
 Stout, A. J.; Topeka.
 Stout, Mary E.; Las Animas, Colo.
 Strong, May; La Harpe.
 Sutton, Bess; Ottawa.
 Swenson, Beatrice; Morganville.
 Taylor, Irene E.; Atchison.
 Templer, C. A.; Greeley.
 Thayer, Elsie; Kensington.
 Thompson, Ethel; Bazine.
 Thorn, Bess; Beattie.
 Tibbetts, Harlow E.; Blue Rapids.
 Todd, Susan E.; Lawrence.
 Turner, Elizabeth E.; Harveyville.
 Unruh, Esther, Newton.
 Upshaw, Mary E.; McPherson.
 Van Duser, Florence B.; Neodesha.
 Vandenburg, Grace; Bushong.

Van Nice, Ray; Humboldt.
 Vantravers, Bertha; Centralia.
 Voorhees, Hannah; Olpe.
 Wade, Grace; Miltonvale.
 Wakefield, Olive; Caney.
 Walker, Emma; Manchester.
 Warders, Thomas; Barrett.
 Wasser, Belle; Sabetha.
 Weaver, Blanche A.; Hamilton.
 Webber, Faye; Rosalia.
 Weber, Lucille; Topeka.
 Wells, Arthur Bruce; Mahaska.
 Wells, Geo. K.; Salina.
 Wells, Jessie M.; Salina.
 Welton, Lela A.; Fairview.
 Welwood, M. Virginia; Wichita.
 Wheeler, Amanda E.; Kansas City, Mo.
 Whitted, Edith D.; Mulvane.
 Wieland, Clara; Hays.
 Wilson, Edith A.; Strong City.
 Wilson, Flora A.; Carbondale.
 Worster, Velma Z.; Greenleaf.
 Yoder, J. J.; Enterprise.
 Young, Henrie; Cedar Point.
 Yust, Ruth E.; Wagoner, Okla.

KANSAS STATE NORMAL SCHOOL.
EXTENSION DIVISION.

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Subjects desired by correspondence. (Give number and title of
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Have you the prerequisites, if any, for the work in which you wish
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Do you wish this work for high-school or college credit?.....

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No. of years?..... Graduate?.....

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No. of years?..... Graduate?.....

Other schools?.....

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Elementary school:

City: No. of years?..... Grades?.....

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Country: No. of years?..... Grades?.....

Present position?.....

Teacher's certificate held?.....

Give name and address of responsible person to whom we may
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Are you enrolled for correspondence work with any other institution?

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What subjects?.....

How many hours?.....

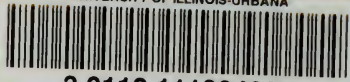
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NOTICE TO STUDENTS: A failure of any course in residence may not be made up
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